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No

THIRD

# ANNUAL REPORT

OF THE

# COMMISSIONER OF COMMON SCHOOLS

TO THE

# LEGISLATURE OF NEW HAMPSHIRE,

JUNE SESSION, 1849.

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# REPORT.

The Commissioner of Common Schools, in accordance with the Act requiring him "to make to the General Court a report upon the Common Schools of the State, which shall combine the substance of the returns from the several towns, and such information and suggestions as seem to him useful," respectfully submits his second annual Report, it being the third from this Department :—

As regards the interests of our Common Schools, the past year has been prosperous. The noble enterprise of appropriately educating the rising generation has been winning its way to the understandings and affections of the people. Although the efforts of the friends of popular education have been vastly disproportionate to the value of the contemplated benefits, still they have exerted a powerful influence in awakening a deeper interest, and urging to more vigorous exertions. The condition of our schools, though confessedly inadequate to the constantly increasing demands of the age, furnishes occasion for much satisfaction in the present, and high anticipations for the future ; and our hearts should kindle with profound gratitude to God for past attainments, and present success ; while we still toil on, in hope of additional triumphs. The opinion is entertained by a large number of our citizens, that the thorough education of our youth is a subject of greater magnitude, and challenges public attention and co-operation with a more authoritative voice, than any other. The schools occupy a more promi-

nent place in our affections; and this interest is not confined, as in former time, to particular sections, but is generally diffused through the State.

In my official tour, I have been every where welcomed by the friends of education, and furnished with every facility requisite for obtaining a correct knowledge of the character and condition of the schools. Committees have usually accompanied me to the various districts, and by their kindness and attention given no doubtful evidence of attachment to that noble enterprise of which I was the humble advocate. Not infrequently were we greeted in our visits by individual citizens, while large audiences have attended the public lectures, and united in the exhibition of strong regard for the cause of popular education. In the discharge of my official duties, I have delivered more than fifty public addresses, travelled above two thousand miles, visited three hundred schools, and aided in conducting several Institutes. I have also examined with great care the reports prepared by the Superintending School Committees of the various towns, and had frequent interviews with the most devoted friends of this cause in different parts of the State. As the result of my investigations, it affords me pleasure to be able to report to the General Court, that it is my deliberate opinion, founded upon evidence the authority of which it is impossible to resist, that the late educational movement, though tardy in its inception, is now progressing with a healthy and vigorous activity, and abounds with indications of an ultimate success, which nothing can defeat but infatuation and impatience among those who should be the guardians and conservators, as well as pioneers and directors of reform.

Allow me, as a source of encouragement, to invite your attention to a few of these *indications of progress.*

1st. *A majority of the towns have, during the current year, voluntarily raised, by a tax on property, a sum nearly one-third larger than is required by law.* The amount of money voluntarily raised and appropriated to the im-

provement of the schools, has for several years been gradually increasing, but in no previous year has the increase been so great as during the present. This is not only a clear evidence of increased interest on the part of the towns, but it is a weighty and deliberate decision of the men, by whom taxes assessed for this, as well as other purposes must be paid, against the adequacy of the present amount of money required by law, for the purposes of education. It is cheering to witness with what earnest and unusual liberality a mind once aroused treats this subject, and with what demonstrable certainty increased appropriations follow in the wake of increased attention. When correct views are embraced in regard to the innumerable benefits resulting from general intelligence, and when the admirable adaptation of the Common School to accomplish an object so essential to the best interests of man is fully recognized, the amount of appropriation hitherto raised seems so trifling for so laudable a purpose, that the people freely vote to raise an amount of school money which formerly would have appeared to them but the imposition of additional burdens.

2d. *The passage of an Act, at the extra session of the Legislature, increasing the amount of money to be raised for the support of schools twenty per cent. on the sum previously required.* This law will act favorably on those towns, if there be any such, which have not yet been reached by the elevating spirit of this reform. While so much was lost by incompetent teachers, inconvenient school-houses, and uninterested citizens, the General Court judiciously refrained from requiring the towns to make additional appropriations. But since the era of improvement has commenced; removing so many of these obstructions, and there now exists the prospect of a tolerably judicious expenditure of our school funds, it has most cheerfully acceded to the wishes of the people—requiring an increased amount to be raised. Nothing short of a deep conviction of the value of elementary instruction, and the inadequa-

cy of former appropriations, could have secured results so desirable and encouraging. This Act has met with universal approbation, and will be productive of greater and more permanent good to the State than almost any other of the session. Its passage sent a thrill of joy to many aspiring youth, struggling to obtain an education, but sadly retarded by the numerous and hitherto insurmountable obstructions to be encountered in the smaller and poorer districts.

3d. *The increased exertions and solicitude exhibited in securing a corps of well-qualified teachers.* The qualifications of teachers have been too much neglected, and the sad consequences of this neglect have long been felt and deplored by those who had not the power to remedy the evil. The dawn is now breaking upon the masses. The truths, which the friends of education have been for years industriously laboring to inculcate—that the teacher exerts a controlling influence over those intrusted to his care, and that it is utterly impossible to have a good school under the management of an incompetent teacher, for the reason that his character is a model upon which are moulded the intellectual and moral characteristics of his pupils—have become something more than mere fiction, designed to allure wayward children into obedience, and have assumed the importance of stern philosophical entities. They cannot be disregarded without inflicting irreparable calamities, and rendering the community liable to a swarm of evils, more intolerable and lasting than the plagues of Egypt. The intimate connection existing between the teacher and the school is so clearly recognized, by persons of intelligence, that the elevation of the former is deemed the most successful plan for the improvement of the latter. In consequence of this, the demand for good teachers has recently become greater than the supply. To meet this exigency, a Teachers' Department was established in several of the best Academies in the State, designed to aid those, purposing to teach, in securing higher

qualifications for their responsible duties. Hundreds have annually gone forth from these seminaries to take the charge of our schools, with strong hope, enlarged views, and valuable attainments. This expedient failing to meet the increasing demand for thoroughly qualified teachers, a temporary school has been organized in several of the counties, called the Teachers' Institute, having in view the same specific object. Experienced educators and the friends of education universally agree in regarding the Institute unrivaled as an instrumentality of immediate and extensive application, as well as the most direct and economical means of improving the character of the District School, for it is placed in more immediate proximity to the persons upon whom it is designed ultimately to act, than any other hitherto devised. Entertaining similar views in regard to the peculiar adaptation and usefulness of Institutes, I hail the increasing interest exhibited in their behalf, with delight, and record with emotions of gratitude the encouraging fact, that in no former year have so many been held in this State, nor have so vigorous exertions of any kind been employed to afford teachers facilities necessary to fit them for their work. These opportunities of improvement have been gratefully enjoyed and diligently improved. Teachers have thronged to the Institute in crowds, and in their subsequent success have furnished abundant evidence of its efficiency and influence. As a happy result of this movement, greater solicitude is cherished by them in securing adequate attainments and professional skill, and the whole community has felt the far-reaching influence resulting from its sessions. As a pebble thrown into a lake repeats its impressions upon the entire mass of water, in constantly enlarging circles, and only terminates its effects on the distant shore, so every Institute that has been held has sent a wave of elevating influence to every retreating cove and every shadowy eddy, where mind lay sleeping and stagnant, yet wanting only some foreign impulse to ruffle its surface and originate that series of ebbs

and flows from which no sluggish equilibrium shall ever be restored.

4th. *The increased attention devoted to School Architecture.* The schoolhouses of former times, too many of which even now confront our gaze, exhibit a fearful want of adaptation to the grand purposes for which they were constructed; and it is a lamentable fact that so many of them have so long resisted the improvements of the age, and still remain the humiliating monuments, if not of a spirit of penuriousness in the highest degree reprehensible, at least, of culpable apathy and neglect. But the work of improvement in this important department of reform is begun, and a beginning of so much promise, under circumstances so unpropitious, affords the strongest encouragement of general success. Within a few years, a large number of these ill-constructed and dilapidated buildings have been displaced by those that are tasteful, commodious and well ventilated. In connection with their fate, I have the pleasure of knowing that I have aided to the fullest extent of my ability in hastening the downfall of a class of miserable hovels, which ought, in justice, a long time since, to have been razed to the earth, or consecrated to some more congenial purpose. Several schoolhouses, patterns of taste, beauty and comfort, have been erected during the year—noble monuments, but standing in sad contrast with the venerable specimens of former times which still linger among us!

Their location has received increased attention. Instead of being crowded into the unoccupied nook of a dismal swamp, or unhealthy marsh amidst vermin, choke-damps and pestilence, or even profaning the sacred retreat of the dead, exposing its inmates to the influence of constant miasma, and depressing melancholy, the schoolhouse adorns a pleasant and healthy eminence, where it can be visited by the free air of heaven, or with its ample play-grounds is embosomed in the retired grove, where nature's charms, rather than her more revolting features, are made the companions of

study, and influence and control the formation of character.

The internal arrangements have not been neglected, but have been adapted to preserve the health, and win respectful treatment. In these houses, the children are no longer compelled to sit in agony upon backless seats, with their lower extremities dangling in space, and they are no longer obliged to breathe an atmosphere destitute of the elements of vigor and life; but may freely inhale the pure air of heaven, so abundantly furnished for the happiness of the race. Confusion and disorder have thus been removed, and the way prepared for the introduction of a more refined and congenial system of discipline. Every additional appropriately constructed schoolhouse is a perpetual argument in favor of progress, and eloquently pleads for universal reform. The blackboard so full of light, in the hands of an intelligent instructor, ornaments nearly every schoolhouse in the State. Appropriate and inspiring Mottos, Elementary Charts, Outline Maps, and Globes are also found in a few, and it is very desirable that more vigorous efforts should be employed to secure their general adoption.

5th. *The extensive introduction of improved text-books.* Many of our school books have been extremely defective, both in arrangement and adaptation to the capacities of the learners. A strange medley of these has for a long time usurped authority in the school, or rather set all authority at defiance, and rendered the labyrinths through which the student must grope, only more intricate, and the darkness that envelopes the unguided wanderer more visible. But a brighter day is beginning to dawn. Individuals of admitted experience, and known ability are preparing school books, whose increasing excellence is the only ground upon which the authors base their claims of patronage. Such of those already in use as possessed real merit, have, in numerous instances, been revised and improved; and in almost every department of science new ones have been written of a higher order, and containing the latest discoveries and im-

provements. These books may be found in many of our Schools. Series of valuable Reading books have also been introduced in very many districts, in which the prime object of common school education has begun to be appreciated; and wherever the defects of the antiquated, inappropriate, and in many cases injudicious compilation of extracts, without any accompanying rules or exercises, have discovered themselves; the change has commenced and is rapidly progressing; and the rubbish of olden times is being discarded with a rapidity, that exactly quadrates with the advancement of intelligence, and the earnestness of attention with which this subject has been treated. The work is still advancing, and we earnestly hope that it may be speedily consummated. We would recommend among the earliest official duties of the committees, when it has not already been done, a thorough revision of their text-books, with a determination, though it be at some cost, to be satisfied only with the best. But in no case should there be a change, or new ones introduced, until they have received the most thorough examination of the Superintending Committees, and then only such as out of the mass that is presented for adoption, the committee shall have decided, upon the most mature deliberation, are preferable to any others, or the change may not be accompanied with the anticipated results; and the burdens of the useless expenditures imposed upon the people will settle for years like an incubus upon the cause of reform.

6th. *The improved methods employed in imparting instruction.* It is a source of profound regret to every intelligent mind, that the methods of teaching so long used in the Districts Schools have been so defective. A reference to some of them, would provoke a smile at the expense of an aching heart. The duties of the school embraced an unchanging routine of exercises extremely monotonous, and uninteresting. The idea that the acquisition of knowledge could become a source of exquisite pleasure, rather than a dreaded task, was hardly entertained. The great object of

education—the complete, harmonious and symmetrical development of all the faculties—has been entirely overlooked. Time, whose capacity should have been exhausted, in forging mental power, so necessary for every exigency of life, has been occupied in gathering a few disconnected fragments of science; and committing to memory a few meagre rules, without the least regard to the important principles upon which they were based, was the daily mechanical task assigned to the pupils in the "District School as it was." A greater change in this respect, than in almost any other, has been effected within a few years, and this mechanical method, or rather unmechanical—for it violates all the laws of effective mechanism, and finds its parallel, and its native clime, only where there is no division of labor among men, and no classification of phenomena in science—is yielding to one more effective in discipline, and philosophical in character.

The standard adopted in our improved Schools is elevated. It requires the pupil not merely to commit, but *to think*, vigorously and protractedly. Ability, not acquirements merely, is the true test of scholarship. The former secured, the latter is within our reach; mere words are discarded, and clear ideas are demanded; and the quality of instruction is deemed vastly more important than the quantity. A greater familiarity with principles is perceptible, and as a necessary attendant, an increased ability to communicate them in a clear and agreeable manner.

The art of education is still in its infancy, but it possesses the true spirit of progress. The work of reform has commenced, and it will advance, shedding increasing light on remaining defects, and directing to more appropriate agencies for their removal. However congenial it may be to my own feelings, and agreeable to those of my readers, to linger in contemplation around this pleasing branch of the subject, duty compels me to introduce other topics no less profitable, however unwelcome they may be.

I, therefore, invite your attention to a few suggestions in regard to the *obstacles of progress.*

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## INSUBORDINATION.

Insubordination is an evil of fearful magnitude. It is greatly to be deprecated in all places, but especially in the district school. If it reveals itself here, it frightens away the genial influence of love, and blasts the brightest prospects of improvement. The world has scarcely a more revolting spectacle than a school under the influence of this wild and ungovernable furor. The basest passions are excited, and the place hallowed by so many delightful associations is converted into a scene of disorder and dire confusion. Several cases of open rebellion to the constituted authorities of the school have occurred during the year, and a few schools have been absolutely broken up, under circumstances so mortifying as to excite our astonishment and pity. In such cases, no good has been accomplished, but the districts have suffered incalculably in reputation, discipline and harmony, as well as in mental and moral improvement. This restiveness and impatience of wholesome restraint often manifests itself in its incipient stages, in certain peculiar modes of conduct, in accordance, perhaps, with the letter of the law, but in deadly hostility to its spirit.

Order must be preserved in the school, or its continuance is a positive injury. If the requirements of the teacher are treated with contempt, if a few large and lawless boys are allowed to annoy those disposed to improve, then the school should be closed, unless these evils can speedily be removed. But removed, they will be, without the necessity of inflicting a positive wrong upon the whole district, if the committee are alive to their duty, and are not themselves so dead to all sense of duty and propriety,

as to tolerate in the school a nuisance fit to be endured only in a land of barbarism. The law has provided a remedy, and when milder means fail, a war of extermination against such characters, is the safest policy. If the evil result from the incapacity of the teacher, the remedy is equally clear. A person who fails in governing a school, very rarely succeeds in properly teaching it. Obedience to lawful authority must be secured here, as well as in the domestic circle. The teacher occupies the place of the parent, and may require obedience to all reasonable regulations, in the management of the school, with as much propriety as the parent, in the regulation of his household affairs.

It is extremely important, that the views of the teacher and parent, in regard to the government of the school, should harmonize. By this co-operation, the teacher is essentially aided, and the sanctity of parental authority may be greatly strengthened. On the other hand, the slightest disapprobation expressed by one party, will seriously weaken the influence of the other.

Sympathy for these refractory spirits strengthens their hostility to submission, encourages the spirit of insubordination, and often produces open rebellion. If the teacher, perplexed by the numerous duties of a large and difficult school, occasionally errs in its management, he deserves the commiseration rather than the reprobation of the citizens. It is the worst of all mistaken policy, for the parents to condemn him in the presence of their children, for any impropriety inadvertantly committed amid such a multiplicity of distracting cares, and still more so, when, as is most frequently the case, a verdict of condemnation is rendered on the testimony of offending or sympathising pupils, or at worst, the cause of complaint is a mere difference of opinion, upon the correctness of which no one can decide, who is not in possession of all the circumstances, and placed amidst the anxieties and embarrassments to which a teacher is exposed. I assert, then, a principle of the deepest and

most vital import, when I say, that every thing calculated to weaken the influence of the instructor over his pupils, must be avoided. If he has lost the confidence of the community and the school, he has lost the ability to profit them. If he is disqualified for his duties, let him be discharged; but while he is retained in the school, let him be treated with kindness and respect. Place in him a generous confidence, kindly suggest any improvements that may seem desirable, submitting them in the same spirit, and leaving them with his own judgment for application, and you will win his affection, and at the same time vastly improve the character of his labors. Unfriendly and unfavorable reports, and profound shakes of the head, so potent and so abundant in some of our districts, can only be received with great caution, and not a single whisper of disapprobation should be breathed, until the facts in the case have been ascertained by a friendly interview, for an explanation of peculiar circumstances, and a free interchange of thought, would prevent a vast amount of dissatisfaction and difficulty resulting from the distorted reports of interested children.

It is impossible to secure the highest order of discipline, while so many counteracting influences are constantly operating at home. Home preparation must furnish the basis for good school government. The child should pass under the jurisdiction of the latter, with an obedient, docile spirit, elevated views on the subject of education, and a strong determination to improve the facilities afforded in acquiring it. Children thus trained are rarely guilty of infractions of good order, while those whose culture has been neglected, become restive under the mildest restraint, and prolific sources of embarrassment. The habit of disobedience, formed in early life, under the management of fond parents, strengthened in badly governed schools, reveals itself in manhood in startling developments of hostility to legal authority, and plunges its victims into the vortex of crime, from which they emerge outcasts from society and burdens to the world.

Too many false charms have been thrown around insubordination, by former actors in these disgraceful scenes. It is time to strip school rebellion of the least appearance of respectability, and reckon it among the crimes that exclude all its participators from the pale of refined society, even if it does not doom them to positive penalty as violators of the law of the land. It is an alarming evil, and the security and good order of society invoke the aid of patriotism and philanthropy, in every effort that can be devised to accomplish its extinction.

Let experienced and well qualified teachers be employed, capable of appealing to the highest motives of action; let correct sentiments on this subject be diffused through families and districts; in a word, let committees, and all interested in the welfare of the race, frown upon every thing calculated to awaken insubordination to mild and appropriate authority, and it will speedily disappear from our schools.

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## IRREGULAR ATTENDANCE.

Irregular attendance is an appalling evil, and one that exerts a paralyzing effect upon every element of common school education. Excellent teachers, convenient schoolhouses, and liberal appropriations, fail to secure the thorough education of our youth, without punctual and regular attendance. This irregularity deranges the classes, disheartens the teacher, and confuses the pupils. It neutralizes all efforts at general improvement. It is folly to expect that our schools will realize the highest prosperity and usefulness, until this wide spread evil has been remedied, by a more earnest and effective policy.

Improvement has been made during the past year in this respect; still, the schools are subjected to painful inconvenience. More than one-fourth of the pupils are numbered

among the absentees; and it is a very rare occurrence for the same scholars to be present on several successive days. A small part of the number may be necessarily detained at home, by sickness, and other unavoidable exigencies, but the greater portion can offer no better excuse than carelessness or lack of interest.

It is humiliating to think, that the opportunities of obtaining an education are so freqently neglected, for the purpose of attending to matters the most trivial, and unimportant. It is cruel thus to sacrifice the seed-time of existence, to obtain the perishable gleanings of the harvest season. To habitually detain a child from school, except when forced by absolute necessity, is to wickedly hazard all the bright hopes, with which the young and buoyant spirit is freighted. Parents do not realize the fearful injury, that irregular attendance inflicts upon their children, by weakening the influence of the teacher, and preventing the formation of regular and studious habits. If the magnitude of this evil were truly understood, a remedy would speedily be devised, and the schools relieved from its paralyzing effects. The penalty of this violated obligation must be paid, though it may be postponed to some distant day. Its consequences will be realize in the blasted hopes, and shattered expectations of fond, though mistaken parents. Unless the latter exhibit a deep interest in securing the constant attendance of their children, and refuse to allow matters of trifling importance to detain them at home, it cannot reasonably be expected that the schools will be properly appreciated by them, as they cannot perceive the intimate connection of these privileges, with a happy, and useful life. Since children cannot properly estimate the worth of the school, parents who have deeply felt its importance, and seen its advantages, should impress its value and necessity upon their minds, by living truths, rather than by formal words. Great sacrifices should be made, that the child may not be kept away.

The fact that nearly one-third of the whole amount of

money raised in the State, for educational purposes, is absolutely lost, should be written in characters capable of arresting the attention of the whole community, and urging to salutary measures of reform. But this is not the worst feature of the subject. Absence from school one-third of the time renders the other two-thirds vastly less valuable than it would otherwise be. Much time is consumed in ascertaining the lessons assigned, and the pupil cannot then proceed intelligently with his class, from the fact that he is ignorant of some important principle involved in a former lesson, and which was clearly elucidated in his absence. He thus gropes along in darkness, feebly endeavoring to sustain his standing in his class, till at length, overwhelmed with embarrassment, he concludes that excellence of scholarship is beyond his reach, and abandons the effort in despair.

The true state of the case is simply this. One-third of the benefits of the school is absolutely thrown away, and the other two-thirds are so scattered and distracted that one-half of their efficiency is virtually lost. It is my opinion that one year's constant attendance at school is worth more than three of the character above described. This irregularity is also exceedingly detrimental to the prosperity of the rest. It retards the progress of those who constantly attend, destroys the enthusiasm of the teacher, and spreads a chilling influence over the whole. If the evil was confined exclusively to the delinquents, it might be more tolerable; but affecting every member of the school so seriously, it appeals, in tones of earnest alarm, for an immediate remedy.

Punctual attendance is also essential to the highest usefulness of the school. Frequent interruptions from tardiness are fatal to good order, hinder the recitations, distract the attention of the pupils, and perplex and irritate the teacher. It is hardly advisable to vote liberal appropriations, unless we can secure more constant and more punctual attendance. Make the school attractive and pleasant, and this evil, in a great degree, will disappear. Construct your schoolhouses on the most approved plan, adapt them to the comfort and health

of the pupils, secure intelligent, kind and affable teachers, and the change will be marked by a corresponding increase in the attendance.

A permanent School Register will be prepared, by permission of the Legislature, for every school in the State, and the teacher required to furnish to the Superintending Committee a strict account of all irregularities in attendance. These alarming facts, reported to the towns and the State, would make an impression that would no longer allow this evil so fearfully to cripple the energies and mar the usefulness of the schools.

In connection with this subject, duty compels me to refer to the still more humiliating fact that there are children in almost every town in the State, who have never been connected with any of our schools, and who are ripening into manhood unacquainted with even the rudiments of education. This culpable neglect of duty on the part of parents must not be allowed. It requires no prophetic eye to discern that these neglected members of society will yet prey upon its vitals.

Retribution will overtake us for our guilt in neglecting childhood. An ignorant community is always a dangerous one. Pauperism and crime usually obtain their recruits from the ranks of ignorance, and our prisons are crowded with victims from the same source. The precise number of those unable to read and write is not known, but it is undoubtedly much larger than we have ventured to estimate it. The evil demands an immediate remedy, and I commend the subject to the attention of the Legislature, hoping that provision may be made for securing the attendance at school of all such as are neglected by their parents and friends. Does the State possess the ability to punish criminals, and none to prevent the commission of crime? Is not the work of prevention more parental and merciful than that of punishment? If the State will devote increased attention to this neglected class of our youth, a great reduction in the expenses of her criminal prosecutions will speedily follow, and the materials

which have hitherto been wrought into emissaries of crime, converted into upright and intelligent citizens.

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## DEFECTIVE MANNERS AND MORALS.

In our District Schools sufficient attention is not devoted to the manners and morals of the pupils. The school should be a fountain, not only of intelligence, but of refinement and morality. In it, every thing lovely in human character should be inculcated and encouraged, and all the surrounding influences made pure, that the susceptible nature of youth may acquire no injurious tendencies. No solicitude can be too great, no efforts too vigorous to preserve it from every base and corrupting association. Fears are entertained that our schools contribute too slightly to the acquisition of good manners or morals. Alarming cases of rudeness and immoral conduct are of frequent occurrence. Age, station and worth fail to command respect.

Increased attention must, in the present condition of society, be given to this subject by teachers, and the minds of their pupils deeply impressed with the value of accomplished manners and correct deportment. It is, indeed, to be regretted that this is necessary, because it becomes so only by the most criminal domestic delinquency, and really is a transfer to the hands of the teacher, of what belongs to the province of the parent, and for which there could be no occasion, were not men willing to disgrace themselves and burden society by sending forth from their firesides broods of distempered bantlings, with the corruption of pestilence in their breath, and the poison of asps under their tongue. Rude and boisterous boys destroy the harmony and injure the character of the school, and become a source of annoyance to the citizens. Coarse and obscene language abounds in the dialect of youth, and even profanity is sometimes mingled with the lisping accents of childhood. This, at any age, or under any

circumstances, is exceedingly revolting, but especially so at this early period of life. It is one of the most reprehensible vices of the times, and deserves to be rebuked in the sternest tones. It is unquestionably true, and it would not be wise to disguise it, that this vice is increasing among the young. An efficient remedy is demanded, and the school should be a powerful auxiliary in its extinction. The statutes of the State require all engaged in imparting instruction, "diligently to impress upon their minds the principles of piety and justice, a sacred regard to truth, love of country, humanity and benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and all other virtues which are the ornament and support of human society; and to endeavor to lead them into a particular understanding of the tendency of all such virtues to preserve and perfect a republican form of government, to secure the blessings of liberty, and to promote their future happiness, and the tendency of the opposite vices to degradation, ruin and slavery."

Neglect moral education, and the highest intellectual attainments are comparatively worthless. If either must be neglected, the State, and all concerned, will suffer less from the loss of mental culture. But provision has been made for both in the District School, and neither should be overlooked.

The necessity of connecting manners and morals in our system of instruction, is apparent from the fact that these subjects are so sadly neglected by parents at home. In addition to this, it should be borne in mind that the child possesses a moral as well as an intellectual nature, and a complete education implies the systematical development of the whole being. Develop merely the physical powers, and you transform our youth into giants, destitute of intelligence and morality. Cultivate only the intellect, and you secure great ability, but it may be the ability of an angel of darkness. Educate only the moral nature, and the young will become bigots or fanatics—fatal victims to every species of delusion and superstition.

Unless this portion of our youth neglected at home, or

contaminated abroad, is reformed or restrained, it will prove a source of incalculable injury to others who have been properly instructed. One profane pupil may contaminate a whole neighborhood. No one is for a moment secure in a community infested by a gang of reckless and immoral boys. The purity of character only to be secured by so much effort, ought not to be thus periled by the contamination of precocious depravity. And as the integrity of the good can only be preserved by the reformation of the bad, duty and the natural instinct of self-preservation urge all to unite in banishing immorality of every shade and hue, from the precincts of the school, as well as from the family.

Many parents refrain from sending their children to the District School, and patronize private ones, with the expectation of thus escaping the pernicious influence of bad associations. But there is no security here, for the children of the rich that usually attend them are as defective in their morals as are those of the poor. High life cannot boast of exemption from depravity more than low; and it is yet to be demonstrated that the qualities of rank possess an antidote against the encroachments of any of the vices to which the remaining classes of society are exposed. The District School, therefore, needs no attribute to fit it for the reception of their children, that is not equally necessary for those of others. The sources of intelligence must be purified, or the great mission to be accomplished by them, is a splendid failure. Every one of them should be a fountain of living water, sending forth its streams to fertilize and bless the land. Let all profane and obscene language be forever excluded from the vocabulary of youth, and all revolting associations that still deface our schoolhouses speedily removed; let the children be taught to be respectful in their conduct, and chaste and refined in their conversation, or the impure and immoral conversation, so often heard within the jurisdiction of the school, periling the welfare of the children, will not only clip the wings of the soul, but attach to it weights that will sink it in the abyss of despair. The only general rem-

edy for this evil within our reach, is to be found in the elevation of the Free School.

Let the purest influence centre here, and let the power of love, so admirably adapted to win the wayward child to the path of virtue, display its conquering energy. Procure a model teacher, one whose life reflects the spirit of purity and the lineaments of love, and he will secure a reform in this respect that will delight and astonish; for the influence that he will exert upon the pupils will be almost irresistible, even against the contaminating influence of evil associations abroad, and fatal example at home. Let parents and the friends of morality encourage and co-operate with him, and our sons shall be as plants, grown up in their youth, and our daughters as corner stones, polished after the similitude of a palace.

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## INDIFFERENCE TOWARDS THE SCHOOL.

Notwithstanding the vigorous efforts that have been made by the friends of education, there is still a very large portion of our citizens among whom great indifference prevails in regard to our schools. The value of our matchless New England system of instruction is not sufficiently appreciated. We eulogize it on festive days, and neglect it on all other occasions. We laud it as a system, but allow it to languish in its practical details. Our schools are admired abroad, but lose their effulgence at home. The Free Schools of New England are her crowning excellence. To these, more than to any other source, is she indebted for her unrivaled prosperity and commanding position, and to them, whoever pronounces her eulogy, offers a noble tribute of praise.

To treat them with indifference is to tarnish our bright fame, and peril our influence in the councils of the nation, and in the eyes of the world. Still, it is a lamentable fact that many of our schools languish through the want of

sympathy and co-operation. Even parents neglect to an alarming extent this most important instrumentality in the education of their children, and imagine that they discharge their whole duty by voting limited appropriations, and procuring cheap teachers. All this may be done, and a very essential element may be wanting. Unless the citizens cherish a deep and ever active interest in its prosperity, the success of the school in all its highest and holiest objects is something more than a doubtful experiment—it is already one-half compromised, and the chances thrown on the side of defeat.

It is strange that parents devote so little attention to a subject of such vital importance. Surely, they must realize that they can have no higher interest than the welfare of their children. To this, the most indispensable instrumentality is their appropriate education; and it is evident that the value of this agent must be more fully appreciated, before vigorous exertions will be made to secure its highest advantages. Could the people be aroused to its importance, all duties connected with the school, so essential to success, would be discharged with alacrity, and it would exert a happier influence than its warmest friends have ventured to anticipate.

Education in a country like ours, where it has become one of the bases of all success in life, and all influence and reputation among men, is of such intrinsic value that no efforts necessary to the free, harmonious and effective working of its machinery, can reasonably be considered too great to be made; and it cannot be too quickly learned, nor too sacredly remembered by all, that the price of a good school—so tender in its growth, and so jealous of neglect—is vigilant, energetic, and uninterrupted care and exertion. The Legislature may require liberal appropriations for the support of the schools, but only interested and intelligent citizens can secure to their recipients the full measure of their advantages.

The work of education is primarily intrusted to parents,

and it cannot with safety be exclusively transferred to others. The constantly increasing duties of life compel them, to a certain extent, to neglect it, or else procure the assistance of others to aid them. Legislation is designed to facilitate this effort, and not to relieve the parent from a responsibility, which, as the natural guardian and director of his children, God has imposed upon him by a law, the injunctions of which he can neither transfer to another, nor neglect with impunity himself. Especial care should be exercised that this tendency to shuffle off responsibility upon the school, may be counterbalanced by increasing parental solicitude. Parents are as truly responsible for the education of their children as they are for their protection and sustenance, during the helpless season of childhood; and it is more cruel to neglect this duty, and attempt to satisfy conscience by transferring all these responsibilities to the teacher, than it would be to transfer to another person the physical care of the infant during the whole period of its minority, without any solicitude in regard to the character or habits, or qualifications of the tutor, or the manner in which he executed his trust. Yet who but a monster would be guilty of an act so unnatural as the latter! This alarming indifference is manifested by abandoning the school and its teacher to their fate, or quarreling with the latter for trifling or fancied causes, neglecting school meetings and schoolhouses, and in fact, by a general indifference to every thing connected with the subject, or tending to promote the prosperity of the school. Let this apathy be removed, and other defects will rapidly disappear; for a glowing enthusiasm kindled in the breasts of the citizens, would urge them to a faithful discharge of every duty requisite for general prosperity.

There are several other topics intimately connected with the advancement of our schools, to which I invite the attention of the General Court, and the friends of education.

## THE DIVISION OF SCHOOL FUNDS AMONG DISTRICTS.

The appropriations for the support of the schools are raised by a tax on the property in the town, for the benefit of its children; and it is essential for the attainment of the highest benefit, that they be so divided that all may enjoy an equality of school privileges. If it is not possible to devise a plan that will operate in perfect conformity to this principle, then that which promises the nearest approach to it should be sought. It is confessedly a subject of great importance, because it is one of those whose demands are not modified and accommodated to the character of existing laws. It continues its increasing clamor, whatever may be the character of your legislation; and the only alternative to the endurance of positive evil, which will not subside in consequence of neglect, or be pacified by any partial concessions, is to so frame your legislation as judiciously to answer every requirement, and meet every exigency. In addition to this, like all other cases where the moral and social duties of men conflict with their pecuniary interests, it is assailed by countless personal and local difficulties and embarrassments, of which the legislator must have wholly divested himself, before he is competent to act either with freedom or success.

The legal plan of dividing the money among the districts according to the valuation of the property, is generally adopted. This method is not required unless in accordance with the wishes of the respective towns. It is, however, the lawful mode, when no other is ordered by them. As the towns do not usually devote specific attention to the subject, with a view to understand its demands, and vary their appropriations in accordance with their respective peculiar wants, but assess and collect the amount of money required by law, and appropriate it as therein specified, it is deemed expedient to offer a few suggestions in regard to it, and to call the attention of the Legislature to the propriety of the en-

actment of a law, providing (in the absence of positive action of the towns themselves,) for a distribution that would be more just, equal and advantageous, in the great majority of the towns, than the one now in force.

However appropriate the division might have been on this plan originally, it is evidently ill adapted to our present exigences. A fearful disparity is already observable in many towns, in the attainments of the pupils residing in the different districts, resulting from the present impolitic and unequal method of distribution. In some districts there is an abundance of funds, and in others a great scarcity. In some, the schools continue nearly the whole year, and in others, so short a period that it is doubtful whether much good can be accomplished. Within a few years, there has been a strong tendency towards the concentration of wealth in the villages, and so great has been the change in this respect, that the valuation of property may no longer be the most appropriate plan of distribution.

The design of the law is to tax the property of the State, for the education of its youth. There is not, that I have been able to discover, a single argument in favor of our boasted system of Common Schools, particularly as the acknowledged and essential security of a free government, that is not totally at war with such a distribution of its benefits as would shower its blessings with lavish profusion on one portion of the present sons and daughters, and future fathers and mothers of our country, while with illiberal and unequal hand it dooms another portion—possessing equal claims, co-ordinate duties, and as extensive power, salutary or pernicious—to a fate little removed from literary starvation. It would be hardly too strong language to use, should we pronounce our educational privileges a common storehouse of the people, in which each person has a right to an equal share; and further, even assert that the interests of the State are no more promoted by the education of any one given number of individuals than that of any other, and that no degree of advancement, among a portion of the peo-

ple, would countervail the brood of calamities that must swarm from the ignorance of the balance. It is not then highly cultivated districts that as educators and patriots we are bound to foster, but a well educated people, among whom shall be a universal diffusion of the light of science, unbroken by a single shadowy solitude or neglected waste. The necessity from which this arises is a sufficient pledge that its attainment constitutes the real interest of every citizen who has anything to stake for himself or posterity in the present and future well being of our land.

That an ignorant community is a dangerous one, needs no proof, for such a sentiment is clothed with all the authority of world-wide experience. It is no less true, that the Common School is the best, and in fact, the only instrumentality by which we may secure the universal diffusion of the blessings of knowledge. By educating the masses, it becomes emphatically the cheapest defence of the nation, and is immensely more efficient, in times of foreign or domestic danger, than troops of standing armies. The education of every child then must be secured, or there is no safety; for every one that arrives at maturity, ignorant and corrupt, endangers the prosperity, morals, and happiness of the whole. And to this end, the opportunities of education should be made as nearly equal as possible, that the children of the same town, at least, may be placed on an equality, and enjoy similar advantages.

On what principle shall the school money be distributed among the districts? Evidently in such a manner that every child, no matter whether cradled in poverty or affluence, may inherit, at least, equal advantages for obtaining an education. But the answer to the question how this equality of appropriation shall be secured, is not so obvious.

Shall it be divided according to the valuation of the property in the several districts? This plan is unequal, unless the property of the district is a correct index of the number of the children, or the different districts contain an equal amount of property; neither of which is actually the

case. There are numerous obstructions in the way of re-arranging the districts so that an equal amount of property may be embraced in each. If there were none, this method would be defective, because the property is not always in proportion to the number of children to be educated.

Not infrequently the poorest districts are the largest, and therefore receive the smallest amount of school money, and consequently have the shortest schools; and it very frequently happens that those embracing nearly the same number of pupils, receive appropriations differing essentially in amount. In a certain town in this State, one district comprising twenty-one pupils, receives fifty-four dollars; while another of fifty, only thirty-four. This is not a case of rare occurrence, for similar inequality exists in all places where the money is divided according to the valuation of property. This method of division, therefore, affords liberal advantages to one district, and treats with reprehensible penuriousness another. In its present application, therefore, this law is objectionable. Under its provisions, two individuals possessing the same amount of wealth and paying the same tax, the one residing in a rich, and the other in a poor district, enjoy vastly dissimilar privileges. The one dwelling in the wealthy district, surrounded by affluent neighbors, may enjoy the benefits of a good school, during the greater portion of the year; while his less fortunate neighbor is compelled to be satisfied with only a few weeks.

Taxes are raised by the towns for building roads and bridges, supporting the poor, and educating the children, upon general principles, for the general good of the whole, and without regard to individual or local interests, or the valuation of different districts. The money thus raised belongs to the town, and, in all other cases, is expended whenever and wherever the welfare of the town requires; and there is no valid reason why the distribution of the school fund should form an exception to this just and well established principle of affording, in whatever equally concerns every individual, equal privileges to all.

Should any affirm that those districts that pay the heaviest tax should receive the largest appropriation, we reply that such a distribution involves a dangerous solecism in political science, and asserts a principle, not only ruinous to our whole system of education, but totally at variance with all the experience of mankind, and unsustained in the internal administration and economy of a single nation of Christendom. It follows legitimately from this theory, that those only should be taxed who send children to school, and they only in proportion to the number they send; a result so ruinous as to cast a shade of suspicion on any policy from which it might naturally flow.

Shall it be divided according to the number of the scholars? This method is adopted in some places, and is considered by many a just and an equal one. But it is more equitable in appearance than in reality. The same objection urged against the plan already discussed, lies with equal force against this. The inequality, though materially diminished, is not removed. It may be in many instances transferred from one district to another; but with that we have nothing to do. If it exist, it is a matter of indifference to us where or how. Our object should be to remove it. The same amount of money may be appropriated to each child in town, and yet there shall exist a fearful inequality of school privileges. A single fact, occurring in a town which distributes its school money in this manner, will illustrate the principle. In one district there are twenty scholars, and in another forty; each scholar receiving two dollars, the former district will therefore obtain only forty dollars, while the latter will receive eighty. If the school can be sustained two months in the former, it can be continued double that time in the latter, for board, fuel, and other expenses cost nearly the same in each district. The only plan by which the length of the school can be increased in these small districts, is the employment of cheap teachers; and this is a most ruinous one, as in most cases the remedy is worse than the disease; for a short school under the su-

pervision of a competent instructor has been universally found to be much more valuable than one greatly protracted under the management of a person but indifferently qualified for his work. Every one will readily perceive the inequality of this plan of division.

It may be suggested that a small school of twenty children will improve more rapidly, and thus equalize the advantages. But this is a mistake. A school may be too small, as well as too large; and in that case the injury is doubled. A school of forty will make greater improvement, under similar circumstances, than one of fifteen or twenty. A teacher can instruct a class of ten with greater facility than one of two or three. Greater interest and enthusiasm will be exerted in both teacher and pupil. Small schools are usually deficient in sprightliness and zeal; and it is a question not yet settled in the minds of practical educators, whether a school may suffer the more from inordinate size, or its great deficiency of number.

Shall the school money be distributed equally among the districts? In many towns this method might be adopted with the happiest results. It would afford increased advantages to small and poor districts, and whatever inequality there might be, would preponderate in favor of those whose inabilities render them appropriate objects of legislative clemency. But in our large and densely populated districts, in which it is necessary to have two or more departments, a division of this character would be exceedingly disastrous, and would plainly violate the principle with which we started—that equal advantages should be extended to all. As this method of division is adopted in only a very few towns in the State, and as it approximates in a measure an equality of advantages, and by so much is an improvement on the system hitherto adopted, I do not feel inclined to offer suggestions calculated to prejudice the mind against its introduction.

The thoughts already suggested will convince any one

that there are great difficulties connected with such a judicious decision of this question, as would afford general satisfaction to the different towns. What are the inert rights of property in this investigation, and are they to be regarded at all; what is the relation of time to numbers; or in other words, how much longer must a school of sixty scholars be continued than one of forty, in order that the same individual might acquire an equal amount of knowledge in either; what should constitute attendance; and what should be the effect of irregularity in attendance, upon the amount received by any district—are only a few questions that it will be necessary to settle before any thing like a safe or satisfactory determination can be attained. I am led to the conclusion, after long examination, and the comparison of all the data furnished by the reports from the different towns, and derived from other sources, that neither of the above methods, taken singly, is the most appropriate one. Each of them is defective, and would operate unfavorably in certain towns. In many cases I think that discretionary power might with great advantage be placed in the hands of an able and impartial committee, who should appropriate the money in accordance with the peculiar necessities of the respective districts, aiming to afford equal advantages to every child.

I am also persuaded that the attendance of the scholars should be regarded in this distribution; for in many places there are scores of names on the Register, that have stronger claims to the appellation of visitors, than that of pupils. Is it just to furnish extra school privileges for those who esteem them so lightly, at the expense of others who would conscientiously improve them? It is a fact that should not be overlooked, that in our thickly settled villages the enumeration as given by the Registers is large, while the attendance is very small; and it will hardly be contended by any that appropriations should be made for those that do not, and will not, improve them. Has not the time arrived when it is proper to introduce, as a condition regulating the division of

school money, the relative regularity and constancy of attendance; and to provide that the efficiency and good order of schools shall not be disturbed by persons who attend only a few days in as many months, and perhaps never twice consecutively?

I submit for your consideration, as the result of my deliberations, the following method of distribution, believing that it is, on the whole, the least liable to objection and abuse, as a general law, than any other that has hitherto been suggested:

Let each town be required, unless other provision be made by a vote of the same, to divide one-third of the school money equally among the districts; another third according to the ratio of regular attendance of the next preceding year; and the remaining one-third according to the valuation of the property.

This method, combining the excellencies of the whole, would avoid most of the defects resulting from any of them taken separately. It is free from complexity; it forms the nearest approach to an equality of privileges, so essential in educating the whole community, that I am able to suggest, and it will, moreover, prove a powerful antidote to irregular attendance, which has shown itself to be one of the greatest evils that yet adheres to our schools.

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## THE EMPLOYMENT OF FEMALE TEACHERS.

The practice of excluding females from many lucrative and honorable situations, to which by nature and attainment they are so admirably adapted, is unjust and impolitic, and should be abandoned. Public opinion is gradually changing, and more liberal views are beginning to be entertained. Although other professions still frown, they are welcomed to the teacher's mission, and so successfully have they ministered at the altar of mind, that they have disarmed prejudice

and hostility of their weapons, and established their claims to pre-eminence in the great design of aiding the young mind in its mysterious struggle, during its earliest unfoldings and developments. In the estimation of eminent educators, the employment of competent female teachers is one of the most cheering indications of improvement. Others entertain different views, and question the propriety and policy of the change. It is a subject worthy of careful attention, and every friend of popular education is interested in its investigation.

In offering a few suggestions on this important topic, I shall confine myself to the following items:

1st. What are the essential characteristics of a good teacher?

2d. Do females possess these characteristics as fully as males?

The early culture of youth demands peculiar qualifications. Erroneous views have been entertained in regard to this critical period of life, or we should never be shocked by seeing it intrusted to persons of such limited attainments. Eminent acquirements, good natural abilities, and fondness for the peculiar and delicate details of their occupation, are essential requisites for those purposing to engage in the work of educating children. Facts warrant the assertion that the destiny of manhood is reposed in the hands of the educator of childhood; and if any period of life should be periled by the errors of persons of limited qualifications, most certainly it should not be that which gives character to all the rest.

In selecting teachers for children, only those should be employed who understand the capabilities and tendencies of youth, and have acquired the key to the peculiar and earnest workings of the mind at this tender age. To the parent, and especially to the mother, the exercise of these qualifications are at first confided; though with feeble essays and untutored hands, even these fond and anxious guardians of

their offspring approach the task of developing these expanding buds, and organizing the affections of innocent and confiding spirits. The parent is the heaven-appointed instrumentality for the education of children, and if in any exigency it becomes necessary to transfer this responsibility to another, it should be committed to one resembling the original in as many respects as possible.

1. *Kindness* and *affection* are important qualifications. It is impossible for any one destitute of these traits, to gain the pupil's confidence and affection. The love of the child must be secured, before much valuable instruction can be imparted. This effected, nothing remains but to take him by the hand and direct his faltering steps to the fountains of knowledge; and to this end, love must beam from the eye, glow on the countenance, and characterize all the teacher's intercourse with his scholars. And here the winning manners of females possess many advantages over the stern and repulsive demeanor of the other sex. As the untimely frosts in spring nip the swelling bud and blast the opening blossom, so the reserved character and repelling aspect of the sterner sex may chill the tender spirit of the child, and repress the unfoldings of its struggling sympathies. The elements of education must be rendered interesting to the learner. In its earliest stages, the letters and words should be invested with their most fascinating charms, and associated with every thing that is attractive to the expanding mind. Let the child, in the beginning, be taught to love the alphabet, and understand its intimate connection with all knowledge, and it will be strange and unnatural if he does not entertain enlarged views of the value and pleasures of education.

2. *Patience* is another requisite for success. Endurance of labor, without fretfulness, is desirable in every department of duty, but especially is it essential in the business of teaching. Almost every moment of the teacher's life is environed with difficulties and embarrassments, which an impa-

tient spirit greatly magnifies. It invariably casts a dreary influence over the school, and unless a teacher can so control himself as to divest himself of its influence, he is unfit to be intrusted with the government of youth. The child may be allured to learning by the kind and protracted efforts of a faithful teacher, but frowns and threats frighten him away, or utterly stupefy his mind. It is the teacher's peculiar task to toil on in truthful hope, devising new expedients, and presenting new illustrations, until the dull eye glows and the fires of intellect irradiate the countenance with their startling corruscations. This element of character becomes then an invaluable, and in every well conducted school, an indispensable auxiliary.

3. *Purity of character* is another essential element. The teacher's influence is almost unlimited. The object of his frowns assumes unwonted hideousness, and his approving smile transforms even repulsiveness into loveliness and beauty. His character and life should, therefore, be irreproachable, that no improper impressions may be stamped upon the plastic intellects moulded under his charge. His soul should overflow with goodness, and reflect in beams of Heaven's unchanging light the spirit of the Great Teacher. In the beautiful language of President Olin—"The mind at this early period is exquisitely susceptible to moral impressions. The delicate surfaces on which the daguerreotype so exactly portrays the human countenance, with no pencil or colors but reflected sunbeams, are not half so impressible as the unsophisticated spirit of childhood. The mind at that tender age is not only open to all influences, good and bad, but it spontaneously invites them to write upon its expanding capacities their own image and superscription. It longs for impressions, as the parched cornfield for genial showers. It spreads out its tender leaves to receive them, as the green plant to the dews of heaven. As some flowers follow the sun through all his circuit, and open their gay bosom full upon his glowing, rolling orb, all day long, from morn to

noon, from noon to night, so are infancy and childhood irresistibly drawn within the sphere of incessantly active influences, which must go far to fashion their manhood, and impress upon them forms of moral dignity or degradation, which will endure, ineffaceable, through eternity."

No one can inspire youth with noble purposes, and train them to a spotless life, without largely possessing the spirit of purity and generous sacrifice. Mere formal lectures on morality will not avail; it is the soul of purity that is requisite, giving utterance to noble thoughts and lofty aspirations.

All these natural qualifications, it will undoubtedly be admitted, females possess in an eminent degree. They may, therefore, with the strictest propriety, advance their claims for employment, whenever their acquired attainments are equal to their natural abilities.

The additional essential elements of a good teacher, are—

1st. *Literary acquirements.* Waiving all discussion of the question, whether females may become distinguished for profound research in philosophy, law and theology, and the various departments of ancient and modern erudition, no one questions their ability to acquire that accurate scholarship requisite for an instructor in our District Schools. During the past year, hundreds of females, possessing every desirable qualification, have been employed; and there are others equally gifted, willing to make all necessary preparation for the teacher's profession, so soon as their services are required, and a fair compensation is offered.

2d. *Aptness to teach* is an essential qualification for an instructor of youth. Without controversy, there is evidently a vast difference in the clearness with which individuals of similar attainments are able to communicate their ideas. One presents science in a confused and mystical manner, while another unfolds and illustrates every difficulty, until all its parts become as clearly and fully understood as a piece of the most familiar mechanism. Many fine scholars fail of success, from inability to communicate, in a style intelligible

to others, principles with which they are quite familiar. Tact in teaching is an acquisition of great value, and no one can become distinguished in this profession without it; for it is of no particular importance to a school that a teacher possesses great acquisitions, unless he is able to impart a knowledge of elementary science in a manner adapted to the capacities of his pupils. Females have never been considered peculiarly defective in ability to communicate their thoughts, and we venture to predict that after a fair trial, they will not be found inferior to the other sex.

3d. *Ability to govern a school.* This is one of the most essential items in the enumeration of a teacher's qualifications; for a school is comparatively worthless unless it is well governed. If females as a class are unable to enforce strict discipline, then they are disqualified for teaching. Such an opinion is, I am aware, honestly entertained by some; and I am free to confess my former concurrence in it, until compelled by extensive observation and unquestionable facts to abandon it. Females govern by kindness and the appeal to reason, rather than by threats and the harsher measures of coercion. They direct their appeals to the intellect, the conscience, and the affections—the three most active and irresistible sources of influence with the young; and they are seldom unsuccessful. They possess a power to control that few have ability to resist, and it can hardly be considered invidious to remark, that woman even surpasses man, in the management of youth. "She accomplishes much by her magical influence, while the strongest philosophical reasoning, and the thousand modes of punishment employed by man, accomplish little. She possesses not the strength, which some masculine minds have exhibited, nor perhaps the brilliancy of others. The one is as the sun, which sheds its strong beams upon the water, and the waves proudly reflect his dazzling brilliancy; the other, as the moon, whose milder light melts into the ocean, glows through all its depths, heaves its mighty bosom, and elevates it above its common level."

Females rely more on moral means in the government of the school, and the world has begun to learn that these are far preferable to the exertion of physical force. Their appeal is to the higher and better feelings of our nature, and they persuade their pupils voluntarily to abandon the wrong, and adhere firmly to the right, rather than compel them to the performance of acts, in which at the best there is no voluntary excellence exhibited. They do not banish the rod from the school, but use it only as the dernier resort. Usually disturbances in schools may be traced to large, unruly, and abandoned boys; but it requires a degree of depravity not often to be found, even by the most reckless, to quarrel with a defenceless female. Even they ordinarily cherish too much self respect to be engaged in such contemptible business.

If any cases of insubordination should occur, the committee have a remedy, and should not hesitate to use it. There is one appropriate method of punishment at least for the juvenile rebels who commence their career of crime in a woman's school—expel them, and that without delay. It is thought that competent females succeed much better than males in schools most notorious for their disorder. Several cases of this description have come to my knowledge during the Winter, in which females were employed to complete the terms of schools commenced by males, who, unable to govern, were either dismissed for incompetency, or were disheartened and voluntarily retired. In many schools it is absolutely necessary to employ male teachers, but still it is my deliberate opinion that a greater number of well qualified females might be employed with the highest advantage.

Small districts would be essentially benefitted by the course above recommended, for a thoroughly qualified and accomplished lady can be obtained for one-half or two-thirds of what must be paid to the other sex for the same services. The school is, therefore, not only proportionately lengthened, and corresponding advantages are afforded to the pupils, but in very many cases a teacher actually superior in all the re-

quirements to be sought, has been obtained. It would also prevent the constant change to which our schools have been subjected, and which has proved so ruinous to their best interests.

Neither sex on the present plan of alternating teachers can afford to make suitable preparation, for so brief a period of employment, when they would cheerfully do it, provided there was a prospect of continuing throughout the year.

Another great evil would also be obviated; the confusion and waste of time arising from ignorance of the acquirements of his respective pupils, the consequence of which is that every new teacher orders back his class to the beginning of their text-books, so that the second, third and fourth Winter's labor is only a repetition of that of the first. I have seen many pupils who had attended school five or six Winters, and each year passed over the same ground, without being encouraged or permitted to penetrate into unknown regions. No wonder that such schools become a dead monotony, and the minds of such pupils so alarmingly sluggish.

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## THE GRADATION OF SCHOOLS.

Provision has been made by the General Court for the division and appropriate classification of the school in any district, when the number of scholars becomes so large as to embarrass its exercises and injure its usefulness. A single teacher cannot properly govern and instruct more than fifty pupils, and when the school permanently exceeds this number, it would be well to take advantage of the act, making provision for the division of schools, or that authorizing the establishment of a Union School, rather than divide the district. "When the number of scholars in any district amounts to fifty or more, such district at a meeting legally holden for that purpose, by a vote of three-fourths of the legal voters present, may divide said scholars into two or

more divisions, according to age or acquirements, or both, and may direct under what teacher each division shall be instructed." This plan of dividing the large districts has been tested, and the results have been most gratifying. Those who have enjoyed the superior advantages of this arrangement could not easily be induced to return to the former system, by which the efficiency of the schools was so seriously weakened. It is folly to think that one teacher can do justice to a school of sixty or seventy pupils, of so varied attainments and unequal ages. Classes must be formed in almost every branch of education, commencing with the alphabet and ascending to the classics and the higher mathematics. And what is still worse, these sciences must be taught from an innumerable variety of text-books, baffling all efforts for the proper classification of the school, and compelling the teacher to devote isolated fragments of time to each individual pupil. To manage a school under such circumstances with even tolerable success, would require abilities rarely to be found. These embarrassments have seriously affected the prosperity of our schools, and in numerous instances have rendered them nearly valueless. A division of such schools into two departments is the best remedy. The primary may embrace all under twelve years of age, who should be taught by a female; and the higher all above that age intrusted to the care of a competent teacher, either male or female, as may be deemed expedient. By this arrangement the school may be so classed that each pupil may receive all necessary attention, without suffering from the difficulties and embarrassments to which I have just alluded. A method of instruction and discipline adapted to each department may then be enforced, and the younger portion of the school will no longer prove a source of annoyance and detriment to the interests of the older. The same code of laws is not adapted to lisping childhood and opening manhood. It is extremely hazardous to compel young children to sit in silence, on high benches, during three hours,

with only a brief intermission. Such practices, suitable, perhaps, for the older pupils, injure them, distorting their bodies, benumbing their intellects, and exciting the strongest repugnance to the school and its privileges.

The division here recommended would afford facilities for the classification of the pupils according to their attainments, and would allow the teachers to devote increased attention to their respective departments. In the primary school the children would find a unity of association and harmony of pursuit, and being no longer so sadly neglected, their time and attention would be occupied by profitable and pleasing exercises. It is worthy of consideration whether the slender advantages for education which such children have hitherto received, will hardly compensate the sufferers for the agony endured in its acquisition.

The pupils in the higher department, under the direction of an accomplished teacher, are allowed to pursue their studies free from the interruptions and the multiplicity of distracting duties, inseparably connected with a large school, and the teacher will engage in his work with more earnest zeal and higher anticipations. The plan of thus dividing the large districts into two departments, is both feasible and economical, and in every way adapted to advance the interests and respectability of the schools.

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## UNION SCHOOLS.

These have not been extensively established in this State, but so far as they have been, they have given general satisfaction. Natural barriers and the sparseness of our population must for the present prevent their introduction to any great extent, and with decided advantage only in the large and densely populated towns, and in those places where several small contiguous districts cherish kindred views, and

are willing to make liberal appropriations. "Any two or more contiguous school districts, in any town or towns in this State, may associate together and form a union, for the purpose of establishing and maintaining a High School, for the instruction of the older and more advanced scholars belonging to the several associated districts."

The specific object of this Act is to secure for the rising generation advantages for a more thorough education than the District School could afford. In the highest department of the Union School, the advanced studies may be pursued with success, while the pupil still remains under the supervision of parents, and free from the dangers and expenses incident to a long absence from home at that early age. Youth are exposed to numerous temptations, and always need the restraining influences of home.

The primary object of the District School is to impart a thorough knowledge of the elementary branches. Unless therefore it is divided into several grades, there is manifest injustice in consuming with the higher branches that time and attention of the teacher which should be employed in imparting a thorough knowledge of the elements. In attempting to teach every thing in a large school, the energies of the teacher are seriously divided—his mind becomes distracted, and nothing is properly taught. The District Schools should be devoted to their appropriate work of teaching the common branches; and the High Schools, taking up the task where the former left it, should lead on the pupils, thus thoroughly trained, to the study of those delightful and useful sciences, that expand the intellect, improve the taste, and elevate the morals.

The High School offers its superior advantages to all classes. It is supported by a tax on the property of the citizens for the benefit of all, and welcomes to its sacred retreat the sons of the poor as well as the rich. The only qualifications requisite for an admission, are certain intellectual attainments, which may be acquired with as great facil-

ity by the enterprising sons of the poor as by those of the rich.

Individuals possessing wealth may send their children abroad to seminaries of learning, at which they may enjoy the best of advantages, while the poor are excluded from them by that power which knows no compromise.

But the Union School offers these rare facilities to all, summoning the rich and the poor to mingle in the pursuit of science, as they will afterwards be forced to mingle in the stern conflicts of maturer life.

The best system of Public Schools in the State is established in Portsmouth and Manchester. There are four grades, viz: infant, primary, grammar, and high schools, all of which are sustained by a direct tax on property.

The infant and primary schools are taught by females, and the grammar and high schools are each under the supervision of a male principal, assisted by several females. The classics and higher mathematics are thoroughly taught in the high schools. I have heard recitations in them that would have been highly creditable to undergraduates in our colleges.

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## PRUDENTIAL COMMITTEES.

In the Report of last year, I endeavored to set forth, with considerable minuteness, the duties of both committees, and the necessity of their faithful and prompt performance. Although it is not my intention to go over that ground again, yet at the risk of repetition I offer a few more suggestions, which appear to be demanded by present exigences.

Responsibilities of vast magnitude devolve upon the Prudential Committee. It is in its power to say whether the school shall be a fountain of intelligence or of evil. The single act of selecting a teacher, exerts a more controlling

power than almost any other connected with the practical working of the whole organization. This committee is appointed by the district, and should possess public spirit, intelligence, and integrity. The following comprise the duties of this officer:

1st. To make all necessary repairs on the schoolhouses, furnish fuel, furniture, incidentals, &c., not exceeding in amount five per cent. of the school money to which the district is entitled.

2d. To select and hire a teacher, and provide board for him.

In this selection it is the duty of the Prudential Committee to nominate a candidate, not to elect him, and the nomination must be ratified by the Superintending Committee before it can be legal. The teacher should not be permitted to enter upon his duties until he has obtained the certificate of approval, for on an examination he may be found incompetent, and if he has entered the school he will be compelled to abandon it in disgrace, or the examining committee, which is not unfrequently the case, will be induced through sympathy to suffer him to continue, to the detriment of the school and the dishonor of their station. A fearful amount of contention and difficulty would be obviated by strict attention to the legal requirement of examination.

The provision of the Statute on this subject is plain, and cannot be disregarded without involving all concerned in legal liability. No committee can employ a teacher before his examination without assuming personally the obligation of payment, and he *alone* is responsible; for the selectmen have no more power to pay money from the treasury before the certificate of examination is presented, or even then, for any services rendered *anterior to the date* of the certificate, than they have to pay it away for charitable purposes; and they are personally liable for every dollar they allow to escape them, without the requisite legal voucher.

The teacher may, perhaps, recover his wages from the individual who illegally employed him, in case they are re-

fused; but he has no legal claim whatever upon the town. The districts, or any individuals thereof, have a clear and undisputed remedy against those public functionaries who openly violate the plain provision of the law.

The time has come when this matter should be thoroughly understood. No man is a legal teacher, nor has any right to assume that function in any District School in this State, in the sense of our Statutes, who has not first been examined by the Superintending Committee of the town in which he is to teach, and afterwards employed by the Prudential Committee of the particular district. Nor can any person be paid for services rendered unless he has obtained the certificate before alluded to; and if the several parties are so imprudent as to allow the school to commence, and not obtain it until several weeks or months have elapsed, the teacher is entitled to no pay from the town, for a single day anterior to the date of the examination.

The proportion of school money in the hands of the Selectmen is held in trust, for the several districts, and their liability to them can only be discharged by a disposition of the fund *agreeably to the Statute.* If, then, the Selectmen should pay the money to the Prudential Committee without receiving a certificate of the qualifications of the teacher, or for time prior to the date on which it was prepared, the act would be illegal, and would afford no protection against the subsequent claim of the district. The Legislature probably considered this a sufficient protection, assuming that the Selectmen would hold the money until the Statute requirements had been complied with. In numerous instances, however, both the Prudential Committee and the Selectmen openly violate the law; and as there are difficulties connected with the removal of a Prudential Committee, on the charge of mismanagement, and as it is a fearful source of evil to the schools, I recommend an amendment of the school law, in substance as follows:

That whenever any Prudential Committee of any School District in this State shall employ or place in any school, as

a teacher, a person not having the requisite certificate of qualification, such act shall be conclusive evidence of mismanagement of the affairs of such district, and thereupon the Superintending School Committee shall forthwith dismiss such Prudential Committee from office, without petition therefor, and shall thereupon perform all duties by law devolving upon the said Prudential Committee.

3d. To notify the Superintending School Committee of the commencement of the Summer and Winter Schools, and give them all such information and assistance as may be necessary for the performance of their duties. The least that the Prudential Committee should do, in addition to the items specified above, is to inform the Superintending Committee of the commencement and close of the schools, accompany them in their visits, and afford all such information as may be necessary in making a full report to the town.

The Prudential Committee should also remember that the teacher is not entitled to pay for his services until a report has been presented for the Superintending Committee.

Each committee is designed to operate not only as a check, but as an auxiliary to the other, and they cannot successfully discharge their duties without unity of sentiment and action. Let each committee perform its legal work, in the spirit of love, actuated by proper motives, and the happiest results will be secured.

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## THE TEACHERS' INSTITUTE.

This efficient and economical instrumentality for the improvement of the Common School, has been extensively employed during the past year. Institutes have been held in six counties, and in Hillsborough and Rockingham there have been two sessions, one in Autumn, preparatory to the Winter, and another in the Spring, preparatory to the Summer Schools. These have been highly valuable to the

teacher, and have had the additional effect of awakening a deeper interest among the people. Improved methods of teaching have been acquired and extensively introduced in the schools. False theories have been exploded and correct ones embraced. Elevated views of the teacher's mission have been inculcated, and the necessity of thorough and extensive preparation has been more fully realized.

Our Institutes succeeded finely, and were highly satisfactory to those who witnessed their exercises. There was not a single failure among them all. We have been very fortunate in securing competent persons to conduct them. In the execution of this trust, we have had the good fortune to secure the services of Messrs. Russell, Bowen, Eaton and Leach, all of whom possess those rare attainments requisite for success, in appropriately fitting teachers for our Common Schools. All unite in pronouncing our Institutes eminently practical and useful.

Valuable lectures on Physiology were delivered at several of them by Dr. Cutter, the author of one of the best text-books on Physiology that has yet been prepared for our schools.

It is a source of deep regret that an Institute has not been established in every county of the State, and it is earnestly hoped that an object so essential will soon be secured.

The attention of the Legislature is invited to the following considerations connected with this subject:

1st. Our Common Schools cannot become distinguished for excellence without good teachers. More depends upon that, than upon any other instrumentality connected with the school. He is not only the presiding power but the soul itself of the whole organization. The character and qualifications of a teacher are the true indices of the state of the schools, and the latter will be found to have attained the greatest perfection in those places where the greatest efforts have been made to improve the former. This truth has often been impressed upon my mind by finding a first rate school, like an oasis in the desert, surrounded by a score of

comparatively worthless ones. On inquiring the cause of this great dissimilarity between schools in the same town, I have learned that the difference was mainly attributable to the fact that one school had been for several years under the direction of an accomplished teacher, while the others had been intrusted to the management of only indifferent ones. The former, even surrounded by disheartening circumstances, will greatly improve a school, while the latter, though furnished with every facility, will inflict upon it only positive injury.

2d. Suitably qualified teachers cannot be obtained for our schools, without additional encouragement and assistance. Prudential Committees are desirous of obtaining well qualified instructors, but they do not always succeed, and in numerous instances, incompetent ones are at the last moment employed, because no others can be procured. The best in the market are hired, but the demand for good ones is greater than the supply, and greater than the remuneration offered will procure. It is thought that the incompetency of teachers is the greatest obstacle to the improvement of the schools, and the realization of the high anticipations of general intelligence so ardently cherished. The testimony of all the friends of education concur in this, that an increased number of good teachers is the great desideratum of the schools; and the only way to supply this demand, is to encourage persons of good natural abilities to make the requisite preparation for so vast a work. A rich return for all moneys appropriated to the improvement of teachers will be received in the increased intelligence and usefulness of the rising generation.

If it be deemed necessary to sustain the free school, at the public expense, is it not wise policy to afford such assistance in the preparation of its instructors, that the money raised for this important purpose shall be so expended that the greatest possible amount of good may be secured? The Legislature has established a noble system of schools; it may offer inducements for the erection of healthful and convenient

schoolhouses; and may make still more liberal appropriations of money; but unless provision be made for the thorough qualification of our teachers, the whole system will prove defective.

It is urged by some, that the State is under no greater obligation to make provision for educating teachers, than members of the other professions. Our reply is this—New Hampshire has been liberal to her college and academies, which are sources of prosperity to the State, and have won for her a world-wide reputation; and why should she not exhibit her accustomed liberality in endowing a Teachers' Seminary, and in appropriating funds for the support of the Teachers' Institute, for the improvement of her Common Schools? The former directs its specific efforts to the culture of the few, while the latter seeks to elevate the masses.

Dartmouth College and our numerous Academies have contributed invaluable aid to the cause of education, and palsied be the tongue that would detract from their merits. But who shall compare them with the Common School in which seven-eights of our citizens are educated, and which is emphatically the poor man's college! If the thorough development of those seven-eights of our youth is a matter of deep moment, then have Teachers' Institutes and Seminaries a corresponding claim upon our consideration. Such an objection should never be repeated until as much money has been appropriated to the preparation of teachers, as has been lavished on the other learned professions.

Other suggestions may be offered in connection with this objection.

1st. The compensation and reputation connected with what are termed the learned professions, are strong incitements to effort in aspiring candidates, while a situation in the District School has associated with it none of these motives. The charms of the school are few and dim in the estimation of the talented son of genius, and he prefers any other road to fame and wealth, rather than that of teaching.

2d. The Common Schools are extremely short, and can

afford only a few months of employment during the year, and therefore offer no inducement to the aspirant to make a very liberal outlay. To this the frequent change of teachers adds other embarrassments.

3d. The elementary education of our youth is essential to civilized society and the perpetuity of our free institutions, and therefore should be secured at whatever expense may be necessary. Such has been the opinion of our fathers. Education is of such paramount importance, and so intimately connected with our political existence, that a tax has been levied upon the property of the State for the instruction of its youth. Our system of Common Schools is based on the principle, that the property of the several towns must educate their children, and a similar one is involved in all cases, where private benefit is secured by advancing the general good. It is universally admitted that none but an intelligent people can be permanently free and happy. Self-preservation, therefore, impels the State to the education of its youth. Neglect it and our doom is sealed! In the eloquent language of the author of the Declaration of Independence, "By far the most important bill in our own code, is that for diffusing knowledge among the people. *No other sure foundation can be devised for the preservation of freedom and happiness.* Make a crusade against ignorance, and establish and improve the law for educating the common people; for without going into the monitory history of the ancient world, in all its quarters, and at all its periods, that of the soil on which we live and of its occupants, indigenous and emigrants, teaches the awful lesson that no nation is permitted to live in ignorance with impunity."

As it is the duty of the State to educate her youth, and as the District School is the only instrumentality by which it can be accomplished, there rests an imperative obligation upon the Legislature to provide the means, and offer encouragement for the proper qualification of teachers, so essential to the efficiency and success of the schools.

Partial provision has been made for the Institute, and great

good has already been accomplished by it. But the present law is entirely voluntary, and treats too indifferently an auxiliary of such vast importance. Great uncertainty and ruinous inequality are connected with its practical operation, and no provision whatever is made in the existing Act for the responsible expenditure of its funds. It is uncertain in practice because it is left voluntary on the part of the towns, whether they will raise money for the support of the Institute or not. It is unequal, from the fact that some towns freely vote an appropriation, while others refuse. Thus far the funds have been received by the Treasurers of the County Common School Associations, and have been faithfully devoted to the appropriate object. But it may not always be so. When the Legislature makes provision for raising money, it is proper that some responsible person should be designated to whom it should be paid. The article in regard to the Institute is usually among the last in the warrant, and is acted upon under the influence of high excitement, or postponed so long that there is neither time nor disposition to examine its claims, and finally summarily rejected by a clamorous vote. Interests so vast should not be decided under circumstances so unpropitious. I therefore recommend a revision of the "Act in regard to the Teachers' Institute;" and would respectfully suggest that the towns be required to raise a certain amount, perhaps three per cent. on the amount required by law to be raised for the support of schools, to be applied to the support of a Teachers' Institute; or what perhaps may be equally well, make the requisite appropriation from the Literary Fund. Unless an Act of this kind can be obtained, it is feared that a long period will elapse before an Institute will be held in several of the counties, in which they are especially needed.

## COMPENSATION OF TEACHERS.

The wages of teachers are extremely low when contrasted with their required qualifications. A profession demanding such rare attainments should offer respectable, if not liberal remuneration. There is a great demand for accomplished teachers, and only good wages can secure them; but if we offer only a mere pittance for their services, they will seek a better market, and our penuriousness will ruin us. Many of our experienced and successful teachers, influenced by a desire of increased compensation, resort to other States; and we are compelled to employ inferior ones. They remain in our schools until they acquire skill and experience in the business, and then resign them to young and inexperienced persons, who remain a short period, for a similar purpose. It is a well-known fact, that other States are indebted to New Hampshire for many of their best teachers. Increase the wages and they will be induced to remain.

Unless we are willing to pay those who instruct our youth higher wages than the laborer, who has spent neither time nor money in preparing himself for his work, we shall be under the painful necessity of employing those whose acquirements are much better adapted to the working of matter, than the development of mind. An increase of wages should only follow an increase of qualifications. Even now, in many instances, the salary is exorbitant when the character of the teacher is considered. A low price for a poor teacher is a bad investment. Whoever pays even a low price for a worthless article, defrauds himself.

All who do not deserve liberal compensation for the discharge of duties so responsible, should be excluded from the school; for they occupy a post of great usefulness, to the exclusion of competent persons.

Teachers should be properly remunerated, so that they may devote their undivided time and attention to their pupils, and not be oppressed with anxiety with regard to their

support, or compelled to enter their schools with exhaustion resulting from labor in foreign pursuits.

It is a mistaken idea, entertained by many, that teachers' wages exactly quadrate with their qualifications. In comparing the compensation of instructors, it should be remembered that all kinds of labor receive a more liberal reward in some States than in others. It would, therefore, be fallacious to consider the monthly salary in different States as the true index of qualification.

It is a source of encouragement that the wages of teachers are gradually increasing. This fact will arrest the attention of those who deliberately survey the different departments of labor, and then select one capable of affording a competent support.

The average wages of male teachers throughout the State last year, were $13,50; females, $5,65. And the present year, males, $14,13; females, $5,95.

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## SCHOOL STATISTICS.

Nearly all the Superintending Committees forwarded their reports to the Secretary of State prior to the 20th of May, the latest period allowed by the law; but there are several towns that have never made any report, and have thus far disregarded the legislative requirement. Every town that neglects to make and forward the report, as prescribed by law, forfeits its share of the Literary Fund.

The following towns are delinquent: Albany, Berlin, Dummer, Jackson, Milton, Randolph and Stark; and in consequence of this delinquency, are not legally entitled to receive any portion of the Literary Fund from the State; and it is hoped that the operation of the law will no longer be frustrated by withholding the penalty, as the Secretary has in every case notified the selectmen according to law, and am-

ple opportunity was given for them to make their report, before the expiration of the time limited by the Statutes. The returns should be received before the first of April, in order that suitable time may be allowed for the preparation of the report for the General Court. We have been subjected to serious inconvenience, in being compelled to wait for a portion of them until the twentieth of May.

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| Whole number of School Districts reported, | 2,137 |
| Number of Scholars in the Winter Schools, | 80,072 |
| Average attendance in the Winter Schools, | 59,812 |
| Number of Scholars in the Summer Schools, | 64,036 |
| Average attendance in the Summer Schools, | 47,084 |
| Average length of the Winter Schools, in weeks, | 9 4-5 |
| Average length of the Summer Schools, in weeks, | 8 1-2 |
| Average monthly wages of Male Teachers, exclusive of board, | $14 13 |
| Average monthly wages of Female Teachers, exclusive of board, | $5 95 |
| Number of Male Teachers employed in the Winter Schools, | 1316 |
| Number of Female Teachers employed in the Winter Schools, | 807 |
| Amount of money raised by taxes for the Schools, | $132,771 22 |
| Amount contributed in Board and Fuel, | $7,519 44 |
| Income of Local Funds, | $6,287 62 |
| Amount of Literary Fund, | $10,452 10 |
| Amount raised for the Teachers' Institute, about | $1,500 |
| Whole amount raised for the benefit of the Schools during the year, | $159,430 38 |

Including the amount raised in the towns not reported, which is about $1200, the entire sum would be more than $160,000, which is about $60,000 more than is required to be raised by law, and $10,000 more than was raised last year. These statistics furnish conclusive evidence that the citizens of the State cherish a deep and constantly increasing interest in behalf of our Common Schools.

## APPENDIX.

I most earnestly commend the Appendix to the attention of School Committees, and all interested in the education of the young. It consists of extracts from the reports prepared by the town Committees. To omit so much that is truly valuable, and insert so little, has been a work of great self-denial. If any think it too voluminous, they will be disposed to exercise charity in their condemnation, when I inform them that I carefully read and abridged my selections several times; and it has been a painful task to neglect or mutilate, by the insertion of a short paragraph, sentiments so noble, clothed in such beautiful language.

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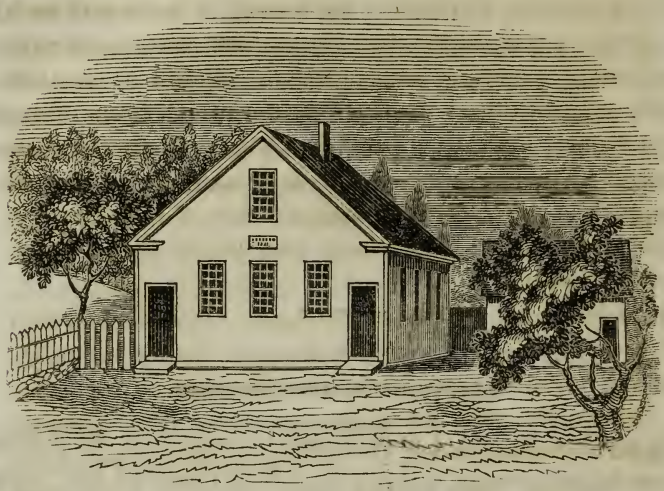
## PLANS OF SCHOOLHOUSES.

In my last Report, I endeavored to point out the defects of our schoolhouses; and in this, I shall present a few plans, combining the latest improvements in this department. The friends of education, within a few years, have devoted much attention to School Architecture, and many excellent plans have been devised, by which former defects may be obviated, and all deficiencies supplied. Our knowledge of the defects of the schoolhouse of our boyhood is experimental and lasting, and it is very desirable that we speedily acquaint ourselves with the most approved methods of removing them, so that in the erection of a schoolhouse, or in remodeling an old one, we may not be compelled to imitate the forlorn specimens of the past. It is a fact, and the announcement of it should astonish us, that schoolhouses have been erected, within a few years, in strict conformity to the models of former generations. Great embarrassments have been experienced by persons employed to build schoolhouses, from the want of suitable plans and descriptions. At my solicitation,

several of the towns have generously borne the expense of engraving plans of their schoolhouses, for the benefit of any who may wish to erect an improved schoolhouse. Such liberality on the part of the friends of this cause furnishes an unequivocal indication of deep interest.

VIEW OF A SCHOOLHOUSE IN DUBLIN.



*Description of Schoolhouse in Dublin.*

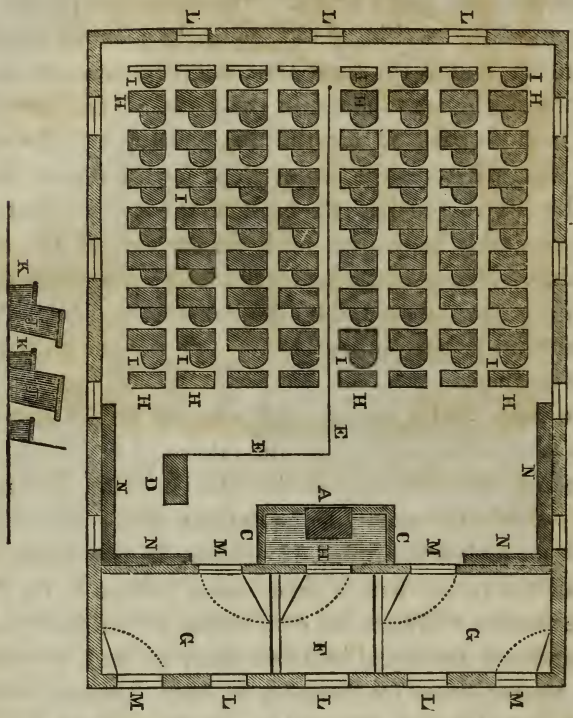
The building is 42 by 30 feet on the ground, and 11 feet high in the clear, or between the timbers. The schoolroom is 29 by 35 feet inside, with eleven windows, furnished with green wooden curtains, by which the intensity of the light can be regulated to any desired degree. There are 64 seats, and as many desks, each furnished with a shelf for books, &c., for the convenience of every scholar, and the desks are all numbered, so that each scholar may know his own seat. The desks are all made of birch boards, and painted green. They are 2 feet in length, and from 18 to 15 inches wide, according to their location—the back seats being highest and widest, and those in front lower and narrower, to accommodate the small scholars. The seats are in the form of a wooden chair-bottom, and they, as well as the desks, are

fastened down with long wood screws, and are of various heights, for the convenience of scholars of all sizes. The seats are from 16 inches down to 10 in height, and the desks from 30½ inches down to 20. The seats are placed at the left end of the writing desks, to make it more convenient for writing, and at the same time to give a space at the right end for the scholars to stand in the seats. The front of each desk inclines back so far that by cutting off the upright plank square it gives the proper slope for the top of the desk, and also (as this makes the back of the seat in front of it,) gives a suitable inclination back for the ease of the scholars in sitting. The sleepers under the floor are so arranged that the supports at the ends of the desks are framed down through the floor into them—there being two tenons on the lower end of each plank.

The aisles on the outside of the house are 18 inches, that in the centre 24 inches, and the others 16 inches in width. There are movable seats in the area in front of the other seats, which are used for recitations, &c. The teacher's desk is on a platform raised 15 inches, in the centre of the front of the room, with a small room behind it for the use of the teacher. There are two doors of entrance, one for boys and one for girls, and the entry of each is furnished with conveniences for hanging up hats, bonnets, over-garments, &c. These entries also serve as recitation rooms for the younger scholars to recite to monitors. The teachers' room is also used for this purpose. The schoolroom is heated with one of the Worcester Common School Stoves. I cannot describe them fully to you, but the stove is enclosed in an air-chamber, to which is attached a pipe, for the admission of fresh air from without, which, when heated, is let into the room by means of apertures on top of the stove. The effect is to give out a mild and agreeable heat, resembling that of Summer. The cost of these stoves is about $18. The room is furnished with two ventilators, which open into the attic story, so that any excess of heat, or im-

purity of the air of the schoolroom, can be very soon removed.

PLAN OF A SCHOOLHOUSE IN DUBLIN.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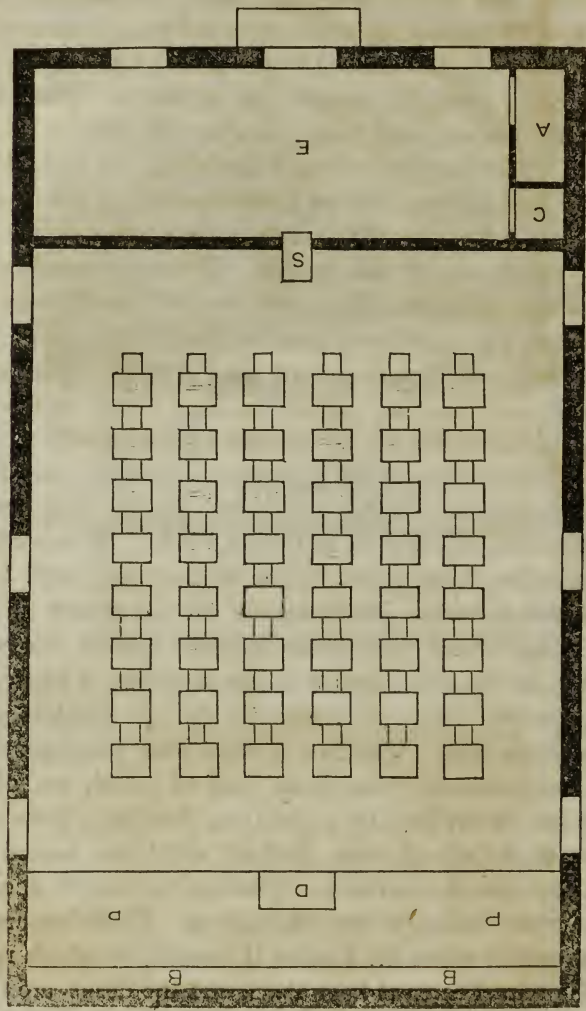
VIEW OF A SCHOOLHOUSE IN GREENLAND.

*Description of Schoolhouse in Greenland.*

The Schoolhouse in the "Northern District" in Greenland was erected in 1847, is of brick, 50 feet long and 30 feet wide, and finished 12 feet high inside. The walls are twelve inches thick, ceiled to the window sills, and lathed and plastered above. Black-boards fill the spaces on each side, under which permanent benches extend the whole length. At the end opposite to the entrance, a platform is raised one step high and five feet wide, on which is placed the teacher's desk. This end is filled with permanent book cases and cabinets with doors, half of which are glazed. The house is divided by a partition, forming a large entry leading to the school room, both of which are heated by a stove placed in the partition. There is one outside door, and there are two leading to the school room. These last are kept locked, except when the teacher is present, by which regulation the school room is kept clean, and the desks are found, after a recess, in the same order as when they were left; the entry being sufficiently large to accommodate the scholars in foul weather, or at other times when the teacher is not present.

In the entry are hooks for hats and over-clothes, numbered to correspond to numbers on the desks. In the school room are 48 separate desks, of different heights, to accommodate

PLAN OF A SCHOOLHOUSE IN GREENLAND.




*Explanation.*—A. Passage to the Cellar. B. Bookcases and Cabinets. C. Closet. D. Teacher's Desk. E. Entry. P. Teacher's Platform, elevated. S. Stove, placed in the partition.

scholars of all ages, framed on posts permanently fixed to the timbers of the floor, and fitted with chairs of corresponding heights, set on cast iron frames secured to the floor, the whole being stained and varnished. The floors are of Southern hard pine. The other wood work is grained and varnished. There are six windows in the school room and two in the entry, of 24 lights, 12 by 9 glass; the whole of the sashes being hung, the upper to be let down, as well as the lower to be raised, and those on the west side fitted with blinds. There is a cellar under the whole, for fuel, with an outside door and an entrance from the entry. A well selected library, of nearly 200 volumes, is placed in the book cases, for the use of the district. There is a small apparatus for the use of the school, and the walls are adorned with a complete set of Pelton's large outline maps. The lot on which the house stands, is one quarter of an acre—all the district could procure—which is planted with shade trees, and promises to become an ornament to the town.

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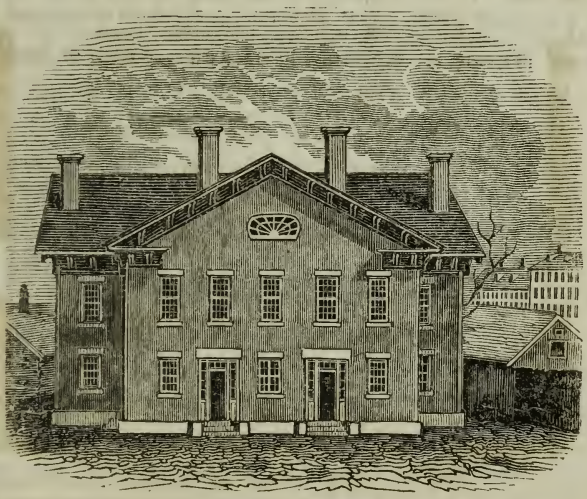
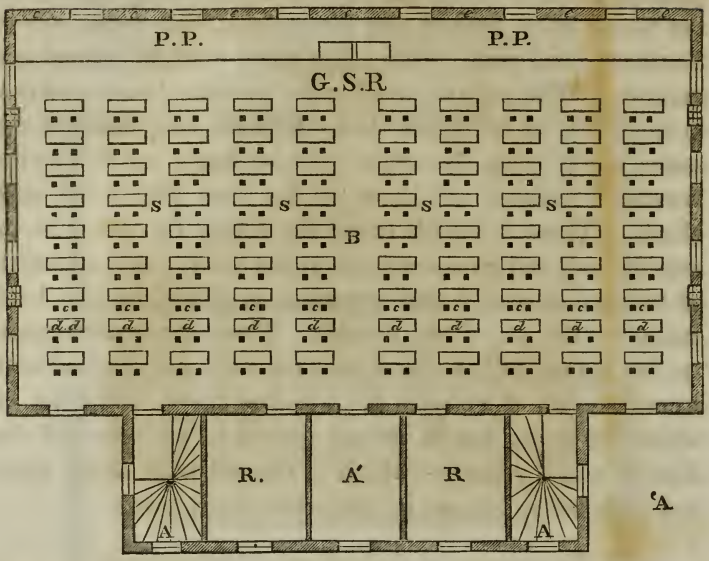
VIEW OF A SCHOOLHOUSE IN MANCHESTER.

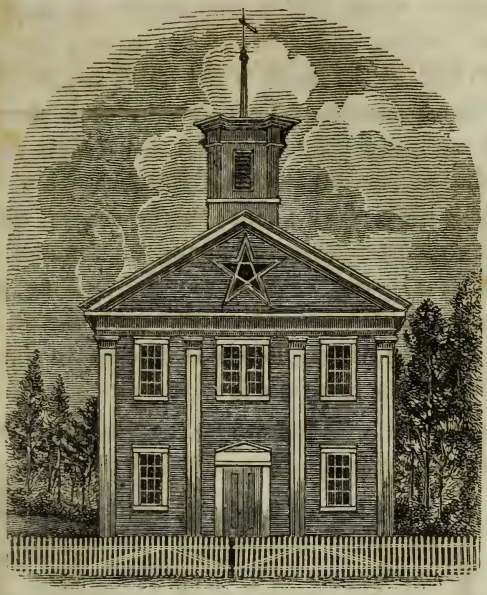


PLAN OF A SCHOOLHOUSE IN MANCHESTER.




*Explanation.*—A. A. Separate stairways, leading from the lower entries to the school room. G. S. R. Grammar school room, 74 feet by 42. *c. c.* Single seats. *d. d.* Double desks. P. P. Platform. *e. e.* Behind the platform, between the windows, black boards. R. R. Recitation rooms, 14 feet by 12. A·. Apparatus room, 14 feet by 8. S. S. Aisles between desks, 3 feet. B. Broad aisle, 6 feet.

VIEW OF A SCHOOLHOUSE IN FISHERVILLE.

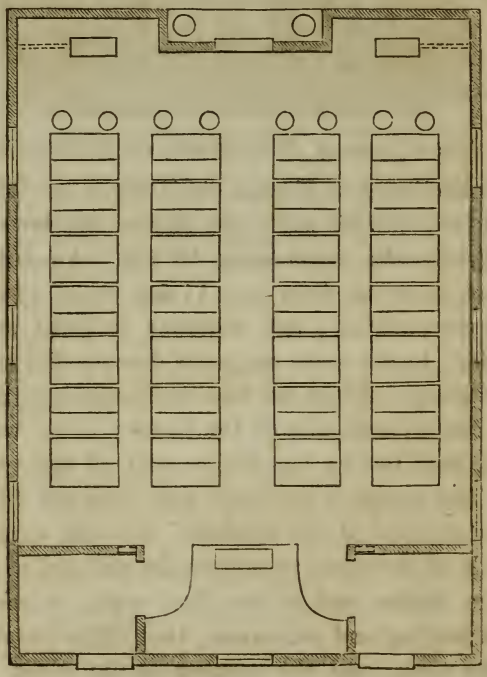


*Description of Schoolhouse in Fisherville.*

The Schoolhouse in Fisherville (District No. 20, Concord) is 50 feet long and 33 wide, two stories, the lower story 12 feet high, and the upper story 13 feet. An entry on the lower floor, from the front end, 11 feet wide, extending the width of the building; one entrance in front and one on either side. In the entry are stairs down cellar and up into the upper story. There are two doors opening into the lower room, one on each side of the house; three windows on each side, and two at the farther end of the room; same above. The teacher's platform and desk are between the doors, and in front of the scholars. An aisle extends round the outside of the seats, next the sides and end of the house; that at the farther end is four feet wide, to accommodate classes in reading and recitations, that while standing at one end of the room, and the teacher at the other, they may have an opportunity of allowing full force to the voice. The upper room is the same size, and is designed for the higher

department. In each corner of the house, over the entry, is a recitation room. Four ventilators in each room, between the ceiling and side of the house, into the attic. The desks and all the inside wood finish are painted and varnished. Black-boards and a clock in each room. In the cellar is a well, and place for wood, &c. The yard extends back of the house 200 feet and 100 feet wide, into a fine grove. It is divided by a fence in the centre, allowing one side for the males and the other for the females. Between the floors is a laying of lime mortar, half an inch thick. Windows hung with weights. The seats are all numbered, and the hooks for hats and outside clothes, in the entry, are also numbered to correspond.

PLAN OF A SCHOOLHOUSE IN FISHERVILLE.



VIEW OF THE PUBLIC HIGH SCHOOL, GREAT FALLS.

*Description of a Schoolhouse in Great Falls.*

This Engraving represents the front elevation of the schoolhouse, now in progress of erection in District No. 3, at Great Falls, Somersworth, N. H.

The building is 71 feet long by 51 wide, with a front projection of 5 by 41 feet—two stories high, and is situated on Prospect Hill, a beautiful rise of land overlooking the village. The lot contains upwards of two acres, with streets on all sides.

There are two entrances to the house, one for males and the other for females, with ante-rooms connected with each, for hanging cloaks, caps, &c., and furnished with sinks and pumps.

The first story is to be divided into two departments, each 36½ by 33 feet, and 13 feet high in the clear. One is intended at present for a primary school, but probably will soon be occupied by a higher grade of scholars; and the other for an intermediate school. Each of these rooms will accommodate 90 pupils, and are so connected by sliding doors that both may be placed under one teacher.

The second story, intended for the High School, is to be finished in one room, 66 by 36½ feet, and 16½ feet high in the clear, with two recitation rooms, each 11 by 18½ feet, and will accommodate 160 pupils.

The scholars' desks in the high and intermediate schools are to be each two feet in length, made of cherry wood, varnished, and together with the chairs, are of the most approved Boston patterns. Each pupil is to have a separate chair and desk. The scholars sit facing the teacher's platform, with their backs towards the doors; consequently, there will be no passing in front of the scholars, except by direction of the teacher.

The windows are to be furnished with inside blinds. Each room is to be lined with composition black-boards, 3 feet high.

The building is to be warmed by two hot-air furnaces,

placed in the cellar, and thoroughly ventilated by two of Emerson's ventilators, connected with the attic, and ventilating flues, through which the impure air is conducted out of the building. The school rooms are to be finished with cornices and centre pieces of stucco work. The partition between the rooms, and the flooring between the first and second stories, are to have an intermediate lathing and plastering, to prevent the transmission of sound.

I should do great injustice to my own feelings to omit the names of Rev. L. W. Leonard and J. R. Smith, Esq., of Dublin; of Rev. E. Worth, of Fisherville; of the editor of the Sketcher, Samuel Twombly, Esq., and John A. Burleigh, Esq., of Great Falls; of Col. Pierce of Greenland; of J. W. James and D. P. Perkins, Esqrs., of Manchester, who have so generously and efficiently aided me in the preparation of the plans. They have gratuitously furnished these cuts, and the descriptions of the schoolhouses, for the use of this Report.

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"School Architecture," is the title of a work prepared by the Hon. Henry Barnard, a gentleman of all others the best qualified for such an undertaking. Every practical educator, every true reformer in this educational enterprise, knows full well that ill-constructed, inconvenient and unventilated schoolhouses are still fearful obstructions to progress.

The whole subject is thoroughly discussed in this valuable volume, and in it all information desirable may be found. Plans, estimates and descriptions of schoolhouses, adapted to every particular district, are furnished. I most cheerfully commend this work to our School Committees, and all others interested in the elevation of our schools. Vermont, Massachusetts and Connecticut have ordered a copy for each town; and I would respectfully recommend to the Legislature, that the Secretary of State be authorized likewise to purchase a copy for the benefit of each town in this State. The publishers have agreed to furnish them at mere cost, one-half of the trade price.

## CONCLUDING REMARKS.

The importance of appropriately educating every child in the State, is a topic of greater magnitude than any other that has ever heretofore, or can in all coming time, agitate the nation. It is the question of the age, and should continue to be, until provision be made for a more enlarged and liberal culture. Education is priceless; no equivalent for it can ever be presented. To estimate its worth, would be like assigning a marketable value to the atmosphere which surrounds the earth, or the sunshine that gilds our mountains; for the one is as essential to the life of the soul, in all the elements of its highest nature, as the other is to the merely corporeal functions of organic existence.

Our ideas of the magnitude and importance of universal culture are, even now, far too vague to be of any great practical utility. Education is considered an accomplishment of the scholar, a mere adornment, like the gaudy apparel with which men deck their persons, and like that possessing no intrinsic merit, being merely auxiliary to the form that wears it, rather than an indispensable requisite for every child in the universe. It has no formative powers, no modifying influence on the individual, and is only valuable as it is able to give him currency with others, or to augment his ability to accumulate wealth. It possesses no infinitudes in itself, and holds no divine empire over eternal destinies.

It is deemed essential for the candidate of a profession, while it is reckoned among the non-essentials for the candidate of usefulness and immortality; as if God had bestowed intellect to irradiate the limited segment of a profession, and not to illumine the vast sphere of universal existence. The Creator has not introduced into the world a race of idiots, designed for the humbler duties of life, while those intended for the learned professions and offices of trust were endowed with faculties of a noble nature and a vaster scope. He has not organized humanity into a stupendous hive, with its

king and queen, and soldiers and drone and labor bees, each endowed with capabilities precisely adapted to the necessary duties of his particular caste, and with no hopes, no duties, and no aspirations beyond; but has endowed it with a nature whose primordial filaments, however they may differ in practical manifestation, relate back to the organic prototype of divinity, and which itself, by a law of its being, is ever stretching forward to the ulterior destiny.

If, then, there ever was an enterprise worthy of being cherished with peculiar care, it is that of educating the masses; for it surpasses all others in the magnitude of the interests which are at stake, and the blessings which it promises to diffuse. Arguments, greater in number and weightier in influence, may be adduced in favor of general culture, than of any other interest connected with the welfare of man. The body, intellect, soul—philanthropy, Christianity—all advocate this noble cause. Some enterprises are supported by considerations drawn exclusively from this world; others are sustained by motives of heavenly origin; but this, unlike almost every other, is recommended by every thing valuable and weighty on earth, as well as moving and thrilling in Heaven. There is not a single errand of mercy or of justice in which Christian or philanthropic enterprise may engage, but draws from this source its most essential arguments. There is not an evil that inflicts its fatal effects upon our common humanity, that can be removed without invoking its co-operation.

All should enjoy the advantages of thorough development. Education should be as free as the mountain breeze and the ocean wave. A never failing fountain of intelligence should gush up in every neighborhood, and its fertilizing waters visit and purify and harmonize every household. No one should be excluded from its refining influence. God has written on every intellect—*to be educated*—and that man must have been visited with judicial blindness, who cannot discern it. To allow, then, the intellect of the masses to

remain uncultivated, is to prove recreant to the demands of humanity in its highest aspect, and defeat the favorite plan of divinity.

It is a sad thought that so many intellects languish for the want of that nutriment, which it is the province of education to impart. Even parents do not seem to realize that there resides in their offspring, faculties of surpassing power, but which demand great care and skill in their development. Many endure the toils of life merely to feed and clothe the bodies of their children, while they suffer their intellects to be enshrouded in the black pall of ignorance and superstition. The farmer who should neglect his rich and easily cultivated soil and devote his undivided exertions to the barren heath and the craggy cliff, would acquire for himself the reputation of a madman. Not less infatuated would be the miner, that should give all his energies to the working of a worthless ore, and at the same time neglect an exhaustless mine of the richest metal. But still more execrable is the conduct of parents in neglecting the culture of the mind, in their anxiety to embellish the body. It is barbarous to extinguish the light of the intellect, and consign its budding promises to darkness and degradation. It is enough to make angels weep to witness our youth, who possess such vast abilities for learning and so unconquerable a desire for it, doomed, generation after generation, to grow up and die without its acquisition. No language at my command is competent to the utterance of my emotion on this subject; and I can only exclaim, in the language of that elegant scholar, President Everett—"What! feed a child's body, and let his soul hunger! pamper his limbs, and starve his faculties! Plant the earth, cover a thousand hills with your droves of cattle, pursue the fish to their hiding places in the sea, and spread out your wheat-fields across the plain, in order to supply the wants of that body, which will soon be as cold and as senseless as their poorest clod, and let the pure spiritual essence within you, with all its glorious capacities for improvement, languish and pine! What! build facto-

ries, turn in rivers upon the water-wheels, unchain the imprisoned spirits of steam, to weave a garment for the body, and let the soul remain unadorned and naked! What! send out your vessels to the furthest ocean, and make battle with the monsters of the deep, in order to obtain the means of lighting up your dwellings and workshops, and prolonging the hours of labor for the meat that perisheth, and permit that vital spark, which God has kindled, which He has intrusted to our care to be fanned into a bright and heavenly flame—permit it, I say, to languish and go out!"

There is an additional consideration that, as patriots, we must not disregard. The education of the masses is essential to secure the perpetuity of our free institutions. The truth, that our Republican form of government is based upon the intelligence and morality of the people, has been so frequently reiterated that it has lost its novelty, and like many other important, but ever-active truths, has degenerated into a mere maxim, that whatever might have been its adaptation to some far off antiquity, possesses no more vital and effective energy. Still, it is one of those truths that must be cherished for its worth, if not for its novelty. We might as well repudiate the axioms in mathematics, because they are clothed in a familiar garb, as to grow weary of a truth so essential to freedom. Without these strong pillars, the beautiful temple of Liberty, reared at such a vast expenditure of treasure and blood, would inevitably crumble to ruin.

Governments are intimately connected with their constituents, and that is the firmest, most permanent, and happy, which is sustained by a people whose minds are thoroughly imbued with intelligence and virtue. The vote of an ignorant or depraved citizen exerts as extensive an influence on the destiny of the future, as that of the intelligent and virtuous. Every voter then should understand the peculiar nature of our government, and the requisite qualifications of our rulers. It is the wildest and most insane of all political solecisms, that any destitute of ability to read, or judgment to guide, should stagger up to the ballot-box and deposite

votes, which shall powerfully affect, and perhaps control, interests vital to the State, concerning which they are profoundly ignorant. If we dwelt in the realms of a despot, ignorance would prove the highest qualification for a loyal subject; for the deeper the degradation of the people, the more permanent is the throne of the tyrant. But let the torch of intelligence kindle the stifled materials of freedom, and the throne trembles with the heavings of the throbbing hearts beneath. There is left to us, then, no other safe course than to cherish with deathless fervor the glorious truth, that the Free School is the palladium of our liberties.

It is the glory of the system of Schools adopted in this State, that they are free; and while Vermont, Connecticut, New York, and other States, affix even a slight tax as a prerequisite for the enjoyment of their fullest advantages, New Hampshire flings wide open the doors, and welcomes every one of its youth to the complete fruition of their highest benefits. Let our State, with the light of the past flashing upon our path-way, remove every defect from our excellent system of education, and embellish it with all the improvements of the age, and we shall accomplish a work never to be surpassed in perpetuating the permanence and happiness of our free institutions, and increasing the reputation and influence of our people. Its effects may be silent, but they will be powerful and far-reaching. Let no man be impatient for success or fearful of defeat, for the harvest of our labors will follow, and we shall reap if we faint not. It would be no more absurd to look for the fruits of Autumn in the Spring, than for all the cheering results of this movement so early in its history. The seed has been freely scattered; the genial showers and the refreshing sunshine will, in due time, cover our fields with golden harvests. We must not distrust the future if we sow plenteously the present, remembering that in this cause the analogies of nature are preserved, and that the labors of the Spring are an earnest of Autumn's fruits. Vast schemes of improvement are not bounded by the present, but roll the waves of their influence

all along the shores of the future; and the traces of those whose operations are to mark the path-way of the race forever, admit no ephemeral time measures to index their inception, or guage their progress.

Great enterprises, which strike their roots deep and broad into the foundations of our nature, and stretch their oaken branches wide and Heavenward into the infinite firmament above, are no frail parasites of to-day; they must be nourished by the suns of many Summers, and battled by the storms of many Winters, ere the harvests of maturity shall pour their fruits from the burdened branches. But we must not despair, for in the bursting gem, the swelling bud, and the growing shoot, we may with prophetic truth estimate the value of our labors, and find an earnest of reward.

RICHARD SUTTON RUST,

*Commissioner of Common Schools.*

*Northfield, June* 1, 1849.

# ABSTRACT OF RETURNS FROM SUPERINTENDING COMMITTEES.

## COUNTY OF STRAFFORD.

| Names of towns. | Population in 1840. | Proportion of State tax in 1844. | Whole No. of Districts. | No. of Districts reported. | No. of Scholars in all the Schools. | | Average attendance | | No. of persons between 4 and 14 years of age, in the town. | No. under 14 years, who attend School. | No. over 14 years, who attend School. | Aggregate length of Schools, in weeks. | | No. of Teachers in Winter. | | No of Teachers in Summer. | | Average wages paid per month, exclusive of board. | | Amount of money, raised by taxes, for the Schools. | Amount, (if any) contributed in board and fuel. | No. of incorporated Academies. | | | No. unincorporated Academies, private schools, & schools kept to prolong common schools. | | | Amount of local funds. | Income from local funds. | Literary fund. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Winter. | Summer. | Winter. | Summer. | | | | Winter. | Summer. | Males. | Females. | Males | Females. | Males. | Females. | | | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | | | |
| Barrington, | 1345 | 5 47 | 12 | 12 | 517 | 327 | 356 | 128 | | 384 | 160 | 70 | 61 | 11 | | | 12 | 14.68 | 5.50 | 597.93 | | | | | | | | | | 57.1 |
| Dover, | 6458 | 31.53 | 12 | 12 | 1664 | 1382 | 1088 | 939 | | 1769 | 275 | 546 | 333 | 13 | 17 | 3 | 25 | 21.36 | 6.64 | 4153.00 | | 3 | 40 | 109 | 19 | 261 | 649.00 | | | 329 2 |
| Durham, | 1498 | 5.46 | 10 | 10 | 288 | 272 | 231 | 212 | | 317 | 74 | 63 | 74 | 5 | 3 | | 8 | 13.80 | 6.65 | 546.00 | | 11 | 42 | 650 | | | | | | 57.0 |
| Farmington, | 1380 | 5.05 | 15 | 13 | 311 | 248 | 276 | 219 | | 360 | 132 | 80 | 163 | 11 | 4 | 1 | 13 | 14.00 | 5.23 | 929.37 | | | | | | | | | | 52 8 |
| Lee, | 906 | 3.33 | 7 | 7 | 237 | 163 | 169 | 138 | 183 | 167 | 63 | 56 | 46 | 6 | 1 | | 6 | 13.17 | 8.30 | 362.93 | | | | | 9 | 35 | 400.00 | | | 34.8 |
| Madbury, | 489 | 2 45 | 4 | 4 | 143 | 109 | 95 | 78 | 110 | 110 | 33 | 39 | 44 | 3 | 1 | | 4 | 14.50 | 5.75 | 245 00 | | | | | | | | | | 25.6 |
| Middleton, | 483 | 1.09 | 4 | 4 | 106 | 88 | 79 | 70 | | 79 | 12 | 26 | 29 | 2 | 2 | | 4 | 12½ | 4¾ | 109.00 | | | | | | | | | | 11.4 |
| Milton, | 1322 | 3 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 38.1 |
| New Durham, | 1032 | 2.78 | 14 | 13 | 310 | 172 | 227 | 146 | 234 | 217 | 92 | 114 | 67 | 6 | 7 | | 8 | 12.00 | 5.46 | 282.54 | 69.00 | | | | | | | 3000.00 | 130.00 | 29.0 |
| Rochester, | 2431 | 9 06 | 17 | 16 | 699 | 584 | 503 | 414 | 567 | 586 | 193 | 185 | 188 | 12 | 6 | 1 | 16 | 14 58 | 6.35 | 923.66 | | | | | | | | | | 94.6 |
| Somersworth, | 3283 | 14.50 | 9 | 9 | 1358 | 1243 | 733 | 634 | 1060 | 996 | 379 | 480 | 57 | 9 | 11 | | 4 | 18.26 | 9.08 | 3000.00 | | | | | 9 | 24 | 150.00 | | | 151 4 |
| Strafford, | 2021 | 5.46 | 21 | 20 | 360 | 309 | 337 | 236 | 429 | 449 | 155 | 90 | 76 | 12 | 2 | | 10 | 12.65 | 4.78 | 546.00 | | | | | | | | | | 57.0 |

## COUNTY OF ROCKINGHAM.

| Names of towns. | Population in 1840. | Proportion of State tax in 1844. | Whole No. of Districts. | No. of Districts reported. | No. of Scholars in all the Schools. | | Average attendance | | No. of persons between 4 and 14 years of age, in the town. | No. under 14 years, who attend School. | No. over 14 years, who attend School. | Aggregate length of Schools, in weeks. | | No. of Teachers in Winter. | | No. of Teachers in Summer. | | Average wages paid per month, exclusive of board. | | Amount of money, raised by taxes, for the Schools. | Amount, (if any) contributed in board and fuel. | No. of incorporated Academies. | | | No. unincorporated Academies, private schools, & schools kept to prolong common schools. | | | Amount of local funds. | Income from local funds. | Literary Fund. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Winter. | Summer. | Winter. | Summer. | | | | Winter. | Summer. | Males. | Females. | Males. | Females | Males. | Females. | | | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | | | |
| Atkinson, | 567 | 2.30 | 6 | 6 | 40 | 145 | 31 | 111 | 120 | 126 | 40 | 36 | 57 | 1 | 7 | | 7 | 20 00 | 5.90 | 241.97 | | 11 | 25 | 400 | | | | | | 24.04 |
| Auburn, | 869 | 2.26 | 8 | 8 | 186 | 193 | 136 | 153 | 183 | 55 | 61 | 61 | 86 | 4 | 2 | | 7 | 13.50 | 6 32 | 348.22 | 185.00 | | | | 7 | 68 | 54.00 | | | 23.62 |
| Brentwood, | 883 | 3.66 | 4 | 4 | 216 | 181 | 124 | 125 | 170 | 171 | 49 | 49 | 55 | 3 | 3 | | 5 | 14.84 | 6.63 | 366.00 | | | | | 2 | 20 | 15.00 | | | 38.22 |
| Candia, | 1430 | 4.00 | 13 | 13 | 438 | 328 | 347 | 266 | 302 | 286 | 140 | 108 | 142 | 12 | 1 | | 12 | 14.50 | 6.57 | 637.48 | 56 00 | | | | 3 | 50 | 226.00 | 808.00 | 48.48 | 41.80 |
| Chester, | 1304 | 4.02 | 11 | 11 | 337 | 280 | 290 | 240 | 295 | 277 | 97 | 82 | 110 | 6 | 3 | | 9 | 15.44 | 5.96 | 675 08 | 28.00 | | | | 5 | 70 | 139 00 | | | 42.00 |
| Danville, | 538 | 2.06 | 4 | 4 | 148 | 143 | 110 | 110 | 133 | 130 | 38 | 44 | 46 | 3 | 1 | | 4 | 13.50 | 6.50 | 305.00 | | | | | | | | | | 21.54 |
| Deerfield, | 1953 | 6.25 | 13 | 13 | 502 | 444 | 377 | 313 | 388 | 414 | 155 | 150 | 170 | 12 | | | 13 | 15 26 | 5.58 | 1200.00 | | | | | 4 | 40 | 120.00 | | | 65.27 |
| Derry, | 2034 | 7.84 | 11 | 10 | 408 | 382 | 282 | 270 | 348 | 387 | 91 | 83 | 116 | 7 | 3 | | 10 | 17.71 | 6.88 | 889.81 | | | | | | | | 400.00 | 24.00 | 81.84 |
| East Kingston, | 551 | 2.81 | 4 | 4 | 208 | 208 | 176 | 176 | | 227 | 40 | 30 | 30 | 2 | 2 | | 3 | 18.33 | 8.00 | 231.00 | | | | | | | | | 31.00 | 29.34 |
| Epping, | 1234 | 5.90 | 7 | 7 | 220 | 309 | 155 | 201 | 255 | 295 | 65 | 57 | 82 | 3 | 2 | 1 | 6 | 17.75 | 7.08 | 590.00 | | | | | 3 | 20 | 60.00 | 100.00 | 6.00 | 61.57 |
| Exeter, | 2925 | 12.04 | 6 | 6 | 735 | 826 | 423 | 515 | | 702 | 129 | 124 | 317 | 4 | 7 | | 8 | 20.50 | 6.96 | 2003.98 | | 20 | 95 | 1200 | | | | | | 125.72 |
| Gosport, | 115 | | 1 | 1 | 37 | 23 | 28 | 20 | 10 | 19 | | 24 | 16 | | 1 | | 1 | | 6.50 | 75.00 | | | | | | | | | | |
| Greenland, | 726 | 3.28 | 3 | 3 | 177 | 153 | 129 | 107 | 175 | 134 | 59 | 42 | 55 | 5 | | | 4 | 26.48 | 11.33 | | | | | | 6 | 81 | 110.00 | | | 34.17 |
| Hampstead, | 890 | 3.55 | 7 | 7 | 136 | 217 | 104 | 169 | 157 | 156 | 26 | 35 | 91 | 4 | | | 6 | 15.12 | 6.40 | 372.75 | | | | | | | | | | 37.08 |
| Hampton, | 1320 | 5 00 | 6 | 6 | 264 | 267 | 189 | 170 | | 245 | 44 | 71 | 111 | 3 | 3 | | 7 | 17.33 | 6 50 | 500.00 | | 11 | 42 | | | | | 1600.00 | 96.00 | 52.23 |
| Hampton Falls, | 656 | 4.03 | 3 | 3 | 120 | 118 | 86 | 77 | | 109 | 6 | 46 | 54 | 3 | 1 | | 3 | 15.00 | 7.15 | 403.00 | | 10 | 40 | 640 | | | | | | 42.11 |
| Kensington, | 647 | 3 20 | 2 | 2 | 126 | 62 | 69 | 49 | 125 | 117 | 29 | 23 | 17 | 2 | | | 2 | 19.00 | 10.00 | 335 00 | | | | | | | | | | 33.44 |
| Kingston, | 1032 | 3.75 | 5 | 5 | 210 | 230 | 160 | 200 | 220 | 215 | 30 | 50 | 62 | 3 | 2 | 1 | 4 | 15.00 | 8.00 | 375.00 | | 10 | 45 | 450 | | | | 1200.00 | 69.00 | 39.16 |
| Londonderry, | 1556 | 5.14 | 11 | 11 | 343 | 330 | 248 | 234 | 243 | 329 | 94 | 73 | 106 | 9 | | | 9 | 16.56 | 6.07 | 514 00 | 20.00 | | | | 5 | 70 | 137.00 | | 100.00 | 53.70 |
| Newcastle, | 742 | 1.72 | 1 | 1 | 238 | 238 | 145 | 145 | 230 | 218 | 20 | 22 | 22 | 1 | 1 | 1 | 1 | 21.50 | 7.00 | 172 00 | | | | | | | | | | 17 97 |
| Newington, | 543 | 1.95 | 1 | 1 | 69 | 45 | 42 | 75 | 50 | 35 | 4 | 14 | 1 | | 1 | | | 17.00 | 7.00 | 196.00 | | | | | | | | | | 20.36 |
| New Market, | 2746 | 9.33 | 9 | 8 | 55 | 561 | 86 | 380 | | 464 | 80 | 23 | 132 | 2 | 2 | 1 | 11 | 17.16 | 7.75 | 933 00 | | | | | | | | | | 97.52 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Newton, | 541 | 2.21 | 4 | 4 | 120 | 145 | 69 | 105 | 127 | 114 | 46 | 33 | 60 | 3 | | 1 | 3 | 13.00 | 6.50 | 221.00 | | | | | | | | | 23.10 |
| North Hampton, | 885 | 3.69 | 3 | 3 | 188 | 192 | 130 | 125 | 311 | 319 | 61 | 39 | 46 | 3 | | | 3 | 16.00 | 8.76 | 369.00 | | | | | | | | | 38.63 |
| Northwood, | 1182 | 4.43 | 8 | 8 | 288 | 232 | 216 | 182 | 204 | 212 | 107 | 72 | 62 | 6 | 2 | 1 | 6 | 14.00 | 7.00 | 443.00 | | | | | | | 1800.00 | 75.00 | 46.26 |
| Nottingham, | 1193 | 4.10 | 11 | 11 | 309 | 330 | 215 | 239 | 303 | 301 | 82 | 83 | 92 | 4 | 5 | | 11 | 13.75 | 6.16 | 410.00 | | | | | | | 2226.53 | 57.80 | 42.74 |
| Plaistow, | 626 | 2.80 | 4 | 4 | 194 | 139 | 129 | 101 | | 160 | 38 | 40 | 34 | 3 | 1 | | 3 | 20.66 | 7.17 | 372.66 | | | | | | | | | 29.25 |
| Poplin, | 423 | 2.16 | 4 | 4 | 111 | 141 | 77 | 83 | 119 | 130 | 26 | 26 | 50 | 3 | | | 4 | 14.33 | 5.33 | 216.00 | | | | | | | | | 22.60 |
| Portsmouth, | 7887 | 47.50 | 3 | 3 | 2034 | 2034 | 1231 | 1231 | 2059 | 1959 | 269 | 578 | 578 | 10 | 19 | 7 | 22 | 41.00 | 12.00 | 7500.00 | | | | | 198 | 438 | 530000 | 2406.00 | 132.00 | 495.90 |
| Raymond, | 989 | 2.94 | 10 | 10 | 267 | 254 | 184 | 181 | 208 | 233 | 63 | 84 | 87 | 6 | 2 | | 10 | 16.20 | 6.16 | 500.00 | 29.00 | | | | | | | 1170.00 | 70.20 | 30.70 |
| Rye, | 1205 | 3.80 | 4 | 4 | 329 | 279 | 224 | 176 | 220 | 490 | 108 | 55 | 52 | 4 | | 1 | 3 | 17.80 | 6.17 | 380.00 | | | | | | | | | 41.75 | 39.70 |
| Salem, | 1408 | 4.64 | 9 | 9 | 397 | 356 | 293 | 270 | 316 | 296 | 77 | 75 | 102 | 6 | 3 | | 8 | 16.50 | 6.53 | 591.19 | | | | | | | | | | 48.44 |
| Sandown, | 525 | 2.30 | 4 | 4 | 146 | 119 | 110 | 89 | 102 | 94 | 50 | 35 | 38 | 3 | 1 | | 4 | 14.00 | 5.80 | 230.00 | | | | | | | | | | 24.04 |
| Seabrook, | 1392 | 3.22 | 4 | 4 | 326 | 286 | 185 | 163 | 329 | 289 | 76 | 49 | 45 | 4 | 1 | | 2 | 16.25 | 10.00 | 400.00 | | | | | | | | | | 33.64 |
| South Hampton, | 462 | 2.78 | 4 | 4 | 76 | 33 | 56 | 25 | 79 | 61 | 16 | 43 | 26 | 3 | 1 | | 2 | 15.33 | 7.25 | 278.57 | | 6 | 27 | 200 | 5 | 28 | 47.51 | 4480.00 | 268.81 | 29.03 |
| Stratham, | 875 | 4.15 | 4 | 4 | 197 | 191 | 149 | 134 | 170 | 118 | 52 | 61 | 52 | 3 | 1 | 1 | 3 | 13.75 | 7.00 | 415.00 | | | | | 3 | 32 | 22.00 | 250.00 | 15.00 | 43.37 |
| Windham, | 926 | 3.13 | 7 | 7 | 224 | 207 | 188 | 172 | 190 | 200 | 56 | 46 | 63 | 3 | 3 | | 7 | 18.50 | 7.00 | 313.00 | 50.00 | | | | | | | | | 32.70 |

## COUNTY OF BELKNAP.

| Names of towns. | Population in 1840. | Proportion of State tax in 1844. | Whole No. of Districts. | No. of Districts reported. | No. of Scholars in all the Schools. | | Average attendance | | No. of persons between 4 and 14 years of age, in the town. | No. under 14 years, who attend School. | No. over 14 years, who attend School | Aggregate length of Schools, in weeks | | No. of Teachers in Winter. | | No. of Teachers in Summer. | | Average wages paid per month, exclusive of board. | | Amount of money, raised by taxes, for the Schools. | Amount, (if any) contributed in board and fuel. | No. of incorporated Academies. | | | No. unincorporated Academies, private schools, & schools kept to prolong common schools. | | | Amount of local funds. | Income from local funds. | Literary fund. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Winter. | Summer. | Winter. | Summer. | | | | Winter. | Summer. | Males. | Females. | Males. | Females. | Males. | Females. | | | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | | | |
| Alton, | 2002 | 5 85 | 25 | 10 | 214 | 214 | 169 | 145 | 240 | | 81 | 56 | 52 | 5 | 4 | 6 | 11 | 90 | 5.52 | 663.01 | 33 00 | | | | | | | | | 61.15 |
| Barnstead, | 1945 | 5.04 | 17 | 17 | 594 | 392 | 489 | 312 | | 419 | 175 | 139 | 105 | 16 | 1 | 15 | 13.03 | | 5 33 | 548.00 | | | | | | | | 2300.00 | 138.00 | 52 72 |
| Centre Harbor, | 584 | 1 41 | 6 | 6 | 156 | 86 | 126 | 74 | 109 | 103 | 54 | 47 | 25 | 4 | 2 | 4 | 11.75 | | 5 33 | 147.97 | 16.00 | | | | | | | | | 14 85 |
| Gilford, | 2072 | 5.66 | 14 | 14 | 551 | 388 | 389 | 349 | | 506 | 230 | 123 | 96 | 14 | | 1 | 11 | 13 00 | 4.75 | 725 00 | | | | | 14 | 30 | 250 | | | 59 17 |
| Gilmanton, | 3483 | 10.31 | 32 | 32 | 948 | 697 | 789 | 578 | 714 | 670 | 102 | 184 | 159 | 21 | 10 | | 13 | 13.20 | 5.58 | 1032.37 | 549.90 | 11 | 100 | 1200 | | | | 11000.00 | | 107.73 |
| Meredith, | 3344 | 8.95 | 23 | 20 | 595 | 595 | 441 | 451 | | 538 | 233 | 120 | 151 | 12 | 7 | | 13 | 15 00 | 6.14 | 1154.41 | | | | | | | | | | 93.51 |
| New Hampton, | 1812 | 4.47 | 16 | 11 | 366 | 113 | 241 | 52 | 164 | 53 | 217 | 352 | 82 | 6 | 5 | 4 | 4 | 14.00 | 7 57 | 526 51 | | 10 | 320 | 1500 | | | | | | 46.75 |
| Sanbornton, | 2745 | 8.70 | 26 | 21 | 689 | 570 | 359 | 453 | | 565 | 188 | 115 | 115 | 9 | 7 | | 13 | 13.13 | 5.83 | 870.00 | | | | | | | | | | 90.91 |

## COUNTY OF CARROLL.

| Names of towns. | Population in 1840. | Proportion of State tax in 1844. | Whole No. of Districts. | No. of Districts reported. | No. of Scholars in all the Schools. | | Average attendance | | No. of persons between 4 and 14 years of age, in the town. | No. under 14 years, who attend School. | No. over 14 years, who attend School. | Aggregate length of Schools, in weeks. | | No. of Teachers in Winter. | | No. of Teachers in Summer. | | Average wages paid per, month exclusive of board. | | Amount of money, raised by taxes for the Schools. | Amount, (if any) contributed in board and fuel. | No. of incorporated Academies. | | | No. unincorporated Academies, private schools, & schools kept to prolong common schools. | | | Amount of local funds. | Income from local funds. | Literary Fund. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Winter. | Summer. | Winter. | Summer. | | | | Winter. | Summer. | Males. | Females. | Males. | Females. | Males. | Females. | | | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | | | |
| Albany, | 406 | .50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 5 28 |
| Brookfield, | 553 | 1.35 | 4 | 4 | 156 | 128 | 113 | 96 | 100 | 86 | 69 | 28 | 28 | 3 | 1 | | 4 | 12.00 | 4.56 | 165.25 | | | | | | | | 209.00 | | 14.15 |
| Chatham, | 523 | 1.00 | 7 | 7 | 130 | 111 | 100 | 77 | 182 | 120 | 50 | 51 | 68 | 5 | 1 | | 6 | 13.00 | 4 84 | 300 00 | 79.00 | | | | | | | | | 10 51 |
| Conway, | 1811 | 4.00 | 20 | 15 | 216 | 297 | 180 | 206 | | 235 | 76 | 71 | 70 | 3 | 5 | | 12 | 13.67 | 5 57 | 472.00 | 50.00 | | | | | | | | | 41.83 |
| Eaton, | 1710 | 2.75 | 21 | 16 | 430 | 231 | 310 | 182 | 371 | 344 | 148 | 112 | 65 | 7 | 5 | | 9 | 10.64 | 5.77 | 275.00 | | | | | 6 | 20 | 62.00 | | | 28 75 |
| Effingham, | 1195 | 2.58 | 13 | 11 | 314 | 257 | 252 | 197 | 231 | 248 | 66 | 73 | 52 | 5 | 5 | | 6 | 9.14 | 4 78 | 324.68 | | | | | | | | | | 26.98 |
| Freedom, | 92 | 1.90 | 10 | 10 | 302 | 174 | 235 | 133 | 51 | 220 | 123 | 53 | 33 | 4 | 3 | 2 | 5 | 11.00 | 4.71 | 205.00 | 68.00 | | | | | | | | | 19 87 |
| Moultonborough, | 1752 | 3 52 | 18 | 17 | 468 | 332 | 364 | 244 | 378 | 351 | 157 | 112 | 93 | 9 | 4 | | 11 | 10.97 | 4 99 | 371.06 | | | | | | | | 2413.46 | 144.93 | 36.79 |
| Ossipee, | 2170 | 4 12 | 21 | 16 | 554 | 246 | 423 | 138 | 428 | 397 | 187 | 98 | 58 | 11 | 3 | | 6 | 11.85 | 5.62 | 430.40 | 40.00 | | | | | | | | | 43.07 |
| Sandwich, | 2625 | 5.70 | 25 | 19 | 648 | 599 | 513 | 453 | 483 | 511 | 154 | 151 | 112 | 9 | 7 | | 17 | 11.75 | 5.57 | 570.00 | | 9 | 35 | 374 | | | | 2232.00 | 132.92 | 59 55 |
| Tamworth, | 1716 | 3.17 | 2 | 20 | 544 | 278 | 439 | 206 | 382 | 333 | 144 | 157 | 82 | 11 | 9 | | 11 | 10.83 | 5.00 | 652.27 | | | | | | | | | | 33 15 |
| Tuftonborough, | 1281 | 3.60 | 10 | 10 | 394 | 248 | 320 | 190 | 269 | 287 | 110 | 81 | 70 | 10 | 1 | | 7 | 11.55 | 4.76 | 392.09 | 40.00 | | | | 7 | 58 | 107.00 | | | 37.63 |
| Wakefield, | 1596 | 3.17 | 10 | 10 | 389 | 167 | 313 | 128 | 255 | 223 | 159 | 69 | 40 | 10 | 1 | | 5 | 13.15 | 4.73 | 317.00 | 27.00 | 6 | 40 | 240 | | | | 975.00 | 58.50 | 33 15 |
| Wolfeborough, | 1918 | 5.15 | 16 | 12 | 374 | 171 | 292 | 113 | 316 | 271 | 128 | 81 | 40 | 9 | 1 | 1 | 3 | 12.33 | 5.50 | 771.19 | | 6 | 40 | 240 | 2 | 32 | 26.00 | | | 53.81 |

## COUNTY OF HILLSBOROUGH.

| Names of towns. | Population in 1840. | Proportion of State tax in 1844. | Whole No. of Districts. | No. of Districts reported. | No. of Scholars in all the Schools. | | Average attendance | | No. of persons between 4 and 14 years of age, in the town. | No. under 14 years, who attend School. | No. over 14 years, who attend School. | Aggregate length of Schools, in weeks. | | No. of Teachers in Winter. | | No. of Teachers in Summer. | | Average wages paid per month, exclusive of board. | | Amount of money, raised by taxes, for the Schools. | Amount, (if any) contributed in board and fuel. | No. of incorporated Academies. | | | No. unincorporated Academies, private schools, & schools kept to prolong common schools. | | | Amount of local funds. | Income from local funds. | Literary Fund. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Winter. | Summer. | Winter. | Summer. | | | | Winter. | Summer. | Males. | Females. | Males. | Females. | Males. | Females. | | | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | | | |
| Amherst, | 1565 | 5.69 | 10 | 10 | 425 | 346 | 336 | 274 | | 636 | 126 | 118 | 122 | 6 | 5 | | 11 | 17 50 | 7.12 | 1149.48 | | | | | | | | | | 59.45 |
| Antrim, | 1225 | 4.13 | 13 | 13 | 352 | 226 | 314 | 174 | | 435 | 123 | 64 | 51 | 9 | 3 | | 10 | 15 50 | 8.04 | 413.13 | 92 25 | | | | 9 | 131 | 41 50 | | | 43.19 |
| Bedford, | 1549 | 5.81 | 14 | 14 | 454 | 348 | 337 | 285 | 383 | 487 | 90 | 141 | 138 | 6 | 9 | | 13 | 14.17 | 7.60 | 593.00 | 320.25 | 11 | 50 | 436.29 | 9 | 30 | 77.00 | | | 60.70 |
| Bennington, | | 1.92 | 5 | 5 | 169 | 146 | 134 | 108 | 140 | 126 | 53 | 44 | 52 | 3 | 2 | | 5 | 15 33 | 5.60 | 212.00 | | | | | 3 | 36 | 35.50 | | | 20 08 |
| Brookline, | 652 | 2.23 | 3 | 3 | 161 | 164 | 118 | 123 | | 135 | 58 | 22 | 24 | 3 | | | 3 | 17.66 | 6.00 | 223.00 | | | | | | | | | | 23.35 |
| Deering, | 1124 | 4.22 | 11 | 11 | 263 | 206 | 205 | 156 | 213 | 202 | 97 | 92 | 93 | 10 | | | 10 | 14.80 | 5.26 | 495.98 | 105.75 | | | | | | | | | 44.12 |
| Francestown, | 1308 | 5 64 | 12 | 12 | 292 | 234 | 246 | 176 | 250 | 238 | 93 | 117 | 132 | 7 | 5 | | 13 | 15.50 | 5.52 | 564.00 | | 11 | 60 | 834.00 | | | | | | 58 68 |
| Goffstown, | 2366 | 7.63 | 15 | 15 | 592 | 508 | 449 | 373 | 451 | 481 | 137 | 159 | 150 | 11 | 5 | | 15 | 15.10 | 6.95 | 1000.00 | 141.50 | | | | 10 | 123 | 152.00 | 1500.00 | 134.84 | 79.70 |
| Greenfield, | 834 | 2.84 | 11 | 11 | 237 | 174 | 174 | 142 | 182 | 182 | 62 | 96 | 83 | 6 | 6 | | 10 | 14.66 | 5.45 | 461.00 | 75.00 | | | | | | | | | 29 69 |
| Hancock, | 1345 | 4.54 | 8 | 8 | 288 | 242 | 226 | 189 | 179 | 240 | 90 | 76 | 80 | 7 | 1 | | 8 | 15.37 | 6.56 | 600.00 | | 11 | 54 | 600.00 | | | | | | 47.45 |
| Hillsborough, | 1808 | 6 42 | 17 | 17 | 494 | 387 | 312 | 235 | 367 | 363 | 128 | 166 | 149 | 10 | 7 | | 17 | 14.06 | 6.28 | 642.00 | 126.00 | | | | 5 | 78 | 178.15 | | | 67.08 |
| Hollis, | 1333 | 5.69 | 14 | 14 | 331 | 261 | 305 | 192 | 247 | 134 | 136 | 136 | 89 | 7 | 7 | | 10 | 18.00 | 7.62 | 300.00 | | | | | 7 | 98 | 77.00 | | | 59.45 |
| Hudson, | 1144 | 4.33 | 10 | 10 | 377 | 286 | 282 | 240 | 289 | 256 | 124 | 72 | 121 | 8 | 2 | | 10 | 15.70 | 5.97 | 433 00 | 60.00 | | | | 5 | 51 | 103.00 | | | 45 12 |
| Litchfield, | 481 | 2.28 | 5 | 4 | 142 | 125 | 107 | 89 | 89 | 12 | 48 | 31 | 43 | 4 | 1 | | 4 | 15 75 | 5.75 | 228.00 | 72.75 | | | | | | | | | 23.87 |
| Lyndeborough, | 1033 | 3.51 | 12 | 10 | 274 | 209 | 209 | 153 | 203 | 193 | 87 | 100 | 90 | 9 | 2 | | 11 | 14 61 | 5.79 | 540.47 | | | | | | | | 723.37 | 47.60 | 36.70 |
| Manchester, | 3235 | 22.00 | 9 | 9 | 5084 | 5362 | 3335 | 3293 | 4506 | 612 | 612 | 485 | 497 | 11 | 17 | 4 | 24 | 25.50 | 10.42 | 7500.00 | | | | | | | | | | 229.50 |
| Mason, | 1275 | 4.22 | 9 | 9 | 400 | 323 | 288 | 225 | 240 | 90 | 110 | 97 | 104 | 8 | 2 | | 10 | 17.17 | 5.50 | 792.69 | | | | | | | | | | 44.12 |
| Merrimack, | 1113 | 4.79 | 12 | 12 | 398 | 324 | 315 | 261 | 291 | | 99 | 87 | 127 | 6 | 6 | | 12 | 16.03 | 7.18 | 639 05 | | | | | | | | | | 50.05 |
| Milford, | 1455 | 6 02 | 8 | 8 | 517 | 377 | 399 | 237 | 365 | 373 | 145 | 102 | 108 | 7 | 3 | | 9 | 20.00 | 7.17 | 1000.00 | | | | | | | | | | 62.67 |
| Mont Vernon, | 720 | 2 41 | 4 | 4 | 171 | 138 | 145 | 109 | 145 | 150 | 69 | 32 | 57 | 4 | | | 4 | 17.13 | 5.75 | 309.30 | | | | | 11 | 39 | 80.00 | | | 25.22 |
| Nashua, | 3600 | 20.42 | 8 | 8 | 728 | 753 | 474 | 481 | | 675 | 68 | 64 | 135 | 6 | 8 | 1 | 15 | 20.33 | 6.45 | 2255.25 | | 10 | 100 | 900.00 | 10 | 70 | 280.00 | | | 213 25 |
| Nashville, | 2454 | 14 98 | 4 | 4 | 517 | 530 | 338 | 311 | 765 | 397 | 50 | 57 | 55 | 3 | 6 | | 10 | 23.17 | 8.32 | 1600.46 | | | | | | | | | | 156.43 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| New Ipswich, | 1578 | 6.75 | 13 | 12 | 479 | 393 | 368 | 273 | | 345 | 131 | 147 | 142 | 6 | 6 | 11 | 18.00 | 7.73 | 1500.00 | | 11 | 233 | | | | | 1350.62 | 81.09 | 70.42 |
| New Boston, | 1570 | 5.78 | 18 | 18 | 512 | 323 | 383 | 267 | 331 | 314 | 152 | 203 | 158 | 10 | 10 | 14 | 15.00 | 7.00 | 859.71 | 317.75 | | | | | 3 | 60 | 180.00 | 1340.00 | 140.79 | 60.39 |
| Pelham, | 1003 | 5.13 | 6 | 6 | 293 | 242 | 220 | 168 | 208 | 211 | 72 | 11 | 13 | 5 | 1 | 6 | 22.00 | 7.00 | 513.00 | | | | | | | | | | 100.00 | 53.63 |
| Peterborough, | 2163 | 8.60 | 12 | 12 | 592 | 431 | 473 | 353 | 442 | 435 | 184 | 145 | 132 | 10 | 7 | 12 | 20.63 | 7.16 | 1000.00 | | 6 | 50 | 200 | | | | | | | 84.84 |
| Sharon, | 251 | 1.38 | 3 | 3 | 68 | 59 | 57 | 40 | 57 | 60 | 14 | 26 | 28 | 1 | 2 | 3 | 14.00 | 6.00 | 138.00 | | | | | | | | | | | 14.47 |
| Temple, | 576 | 2.42 | 6 | 6 | 178 | 149 | 140 | 128 | 154 | 153 | 53 | 57 | 64 | 6 | | 6 | 16.87 | 5.02 | 495.00 | | | | | | | | | | | 25.33 |
| Weare, | 2375 | 7.51 | 26 | 24 | 624 | 448 | 495 | 348 | 482 | 434 | 158 | 241 | 187 | 23 | 8 | 21 | 11.29 | 5.26 | 1029.81 | | | | | | | | | | | 78.68 |
| Wilton, | 1033 | 4.38 | 10 | 10 | 318 | 243 | 250 | 179 | 235 | 232 | 86 | 110 | 94 | 6 | 4 | 1 | 8 | 23.00 | 6.40 | 540.65 | | | | | | | | 226.00 | 13.56 | 45.54 |
| Windsor, | 177 | .70 | 4 | 4 | 54 | 29 | 49 | 24 | 41 | 40 | 19 | 33 | 19 | 3 | 1 | | 2 | 11.67 | 4.00 | 132.00 | | | | | | | | | | 7.36 |

## COUNTY OF MERRIMACK.

| Names of towns. | Population in 1840. | Proportion of State tax in 1844. | Whole No. of Districts. | No. of Districts reported. | No. of Scholars in all the Schools. | | Average attendance | | No. of persons between 4 and 14 years of age, in the town | No. under 14 years, who attend School. | No. over 14 years, who attend School. | Aggregate length of Schools, in weeks. | | No. of Teachers in Winter. | | No. of Teachers in Summer. | | Average wages paid per month, exclusive of board. | | Amount of money, raised by taxes, for the Schools. | Amount, (if any) contributed in board and fuel. | No. of incorporated Academies. | | | No. unincorporated Academies, private schools, & schools kept to prolong common schools. | | | Amount of local funds. | Income from local funds. | Literary fund. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Winter. | Summer. | Winter. | Summer. | | | | Winter. | Summer. | Males. | Females. | Males. | Females. | Males. | Females. | | | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | | | |
| Allenstown, | 455 | 1.33 | 4 | 4 | 104 | 81 | 85 | 72 | 89 | 92 | 27 | 31 | 33 | 3 | 1 | 3 | | 14 50 | 5 25 | 130 00 | | | | | | | | | | 14.03 |
| Andover, | 1167 | 3.61 | 15 | 13 | 321 | 223 | 257 | 189 | 303 | 240 | 60 | 39 | 49 | 10 | 1 | 1 | 8 | 12.62 | 5.87 | 361.00 | | 7 | 80 | 410 | 2 | 48 | | | 40.00 | 36 76 |
| Bradford, | 1331 | 4 01 | 11 | 11 | 334 | 298 | 296 | 225 | 263 | 264 | 106 | 118 | 111 | 10 | 1 | 11 | 12.36 | 5.18 | 638.91 | | | | | | 4 | 30 | 35.00 | | | 41.95 |
| Bow, | 1001 | 3.97 | 15 | 15 | 330 | 185 | 261 | 146 | 250 | 248 | 89 | 87 | 77 | 4 | 10 | 10 | 11.00 | 6.50 | 397.00 | 25.00 | | | | | | | | | | 36.29 |
| Boscawen, | 1965 | 7.75 | 16 | 15 | 528 | 381 | 396 | 303 | 367 | 358 | 189 | 164 | 144 | 12 | 4 | 13 | 17.42 | 6 37 | 1200 00 | | | | | | | | | | | 80.97 |
| Canterbury, | 1643 | 6.03 | 10 | 10 | 459 | 355 | 354 | 246 | | | | 100 | 100 | 7 | 3 | 10 | 14.62 | 5.73 | 603 00 | | | | | | | | | | | 63 04 |
| Chichester, | 1028 | 2.73 | 8 | 8 | 353 | 275 | 270 | 231 | 235 | 233 | 101 | 74 | 67 | 7 | 1 | 7 | 12.80 | 5.45 | 379 90 | 40.00 | | | | | 2 | 52 | 24.00 | 1353.72 | 81.22 | 28.57 |
| Concord, | 4903 | 22 00 | 22 | 21 | 1663 | 1495 | 1054 | 1051 | 631 | 1159 | 286 | 182 | 168 | 18 | 12 | 3 | 25 | 18.00 | 6.05 | 4000.00 | | | | | | | | | | 229.74 |
| Dunbarton, | 950 | 3.69 | 10 | 10 | 212 | 165 | 167 | 134 | 154 | 154 | 66 | 94 | 86 | 4 | 5 | | 10 | 12.00 | 6 62 | 371.78 | 128.50 | | | | 4 | 80 | 125.00 | | | 38 58 |
| Epsom, | 1205 | 3.44 | 8 | 8 | 364 | 291 | 265 | 232 | 261 | 278 | 98 | 58 | 63 | 7 | 1 | | 8 | 13.13 | 5 67 | 344.00 | 16.00 | | | | | | | 1000.00 | 50.00 | 35.93 |
| Franklin, | 1281 | 4 94 | 10 | 10 | 414 | 347 | 357 | 302 | 367 | 243 | 124 | 97 | 102 | 8 | 2 | | 10 | 15.00 | 6.00 | 502.00 | | 5 | 90 | 315 | | | | | | 51 62 |
| Henniker, | 1715 | 6.98 | 13 | 13 | 440 | 298 | 358 | 235 | | 236 | 139 | 137 | 96 | 10 | 1 | | 11 | 12.97 | 4.93 | 719.82 | | | | | | | | | | 72.94 |
| [illegible]ksett, | 1175 | 4.20 | 9 | 9 | 320 | 318 | 233 | 219 | 750 | 235 | 92 | 72 | 113 | 6 | 2 | | 8 | 13.60 | 5.50 | 574.39 | | | | | | | | | | 43 93 |
| Hopkinton, | 2454 | 7.76 | 20 | 20 | 640 | 388 | 480 | 306 | 466 | 474 | 147 | 176 | 146 | 13 | 6 | | 16 | 13.18 | 5.73 | 850 00 | | 3 | 40 | 120 | 4 | 28 | 115.00 | 3116.23 | 153.44 | 81.01 |
| Loudon, | 1640 | 6 00 | 11 | 11 | 478 | 356 | 348 | 267 | 326 | 325 | 175 | 27 | 25 | 9 | 3 | | 9 | 12.85 | 5.84 | 600.00 | | | | | | | | 1438.00 | 89.00 | 62.73 |
| Newbury, | 816 | 2.45 | 9 | 9 | 210 | 201 | 168 | 144 | 305 | 188 | 72 | 72 | 94 | 5 | 2 | | 8 | 12 60 | 5.53 | 392 30 | | | | | | | | | | 25.66 |
| New London, | 1019 | 3.38 | 7 | 7 | 261 | 235 | 202 | 176 | 215 | 217 | 69 | 61 | 68 | 6 | 1 | | 7 | 14.16 | 6 16 | 338 48 | 54.00 | | | | | | | 750.03 | 45.06 | 35.37 |
| Northfield, | 1413 | 4.43 | 11 | 11 | 372 | 298 | 286 | 234 | 291 | 292 | 88 | 88 | 86 | 7 | 4 | | 10 | 13.71 | 5.18 | 443 00 | | 11 | 120 | 1300 | | | | 1258.00 | 75.48 | 46 32 |
| Pembroke, | 1336 | 5.10 | 9 | 9 | 388 | 388 | 300 | 300 | | 303 | 71 | 109 | 112 | 9 | 4 | | 11 | 14.00 | 6.20 | 510 00 | | | | | | | | | | 53.33 |
| Pittsfield, | 1719 | 5.47 | 10 | 10 | 482 | 431 | 330 | 354 | 394 | 317 | 90 | 77 | 99 | 8 | 2 | 1 | 10 | 14 00 | 5.50 | 547.00 | 40.00 | 8 | 35 | 250 | 12 | 25 | 50.00 | 1000.00 | 60.00 | 57 17 |
| Salisbury, | 1332 | 5.06 | 11 | 11 | 347 | 294 | 274 | 216 | 245 | 241 | 107 | 99 | 95 | 11 | | | 9 | 12 90 | 5.00 | 506.00 | | | | | | | | 1730 00 | 103.80 | 52 91 |
| Sutton, | 1361 | 4.11 | 13 | 13 | 441 | 271 | 350 | 210 | 303 | 310 | 132 | 129 | 84 | 10 | 4 | | 9 | 13.09 | 5 03 | 501.63 | 143 50 | | | | 5 | 23 | 108.00 | 1569.00 | 85.37 | 43.00 |
| Warner, | 2159 | 6.28 | 23 | 23 | 640 | 489 | 484 | 376 | 479 | 464 | 161 | 209 | 194 | 14 | 8 | | 19 | 11.35 | 5.47 | 882.00 | 75.00 | | | | | | | 2363.00 | 141.00 | 65 61 |
| Wilmot, | 1212 | 2.54 | 12 | 12 | 362 | 231 | 280 | 178 | | | | 89 | 51 | 7 | 6 | | 7 | 11.11 | 5.50 | 304.00 | 47.00 | | | | | | | 650 00 | 39.00 | 26.59 |

## COUNTY OF SULLIVAN.

| Names of towns. | Population in 1840. | Proportion of State tax in 1844. | Whole No. of Districts. | No. of Districts reported. | No. of Scholars in all the Schools. | | Average attendance | | No. of persons between 4 and 14 years of age, in the town. | No. under 14 years, who attend School. | No. over 14 years, who attend School. | Aggregate length of Schools, in weeks. | | No. of Teachers in Winter. | | No. of Teachers in Summer. | | Average wages paid per month, exclusive of board. | | Amount of money, raised by taxes, for the Schools. | Amount, (if any) contributed in board and fuel. | No. of incorporated Academies. | | | No. unincorporated Academies, private schools, & schools kept to prolong common schools. | | | Amount of local funds. | Income from local funds. | Literary Fund. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Winter. | Summer. | Winter. | Summer. | | | | Winter. | Summer. | Males. | Females. | Males. | Females. | Males. | Females. | | | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | | | |
| Acworth, | 1480 | 4.35 | 12 | 12 | 449 | 280 | 373 | 236 | 310 | 259 | 163 | 127 | 109 | 8 | 5 | 11 | 13.60 | 4.14 | 500.00 | 244.00 | | | | | | | 1000.00 | 60.00 | 54.47 |
| Charlestown, | 1722 | 8.22 | 13 | 13 | 472 | 403 | 370 | 289 | 364 | 359 | 120 | 158 | 163 | 6 | 8 | 13 | 16 33 | 7.86 | 1100.00 | | | | | | | | 333.33 | 20.00 | 85.88 |
| Claremont, | 3217 | 15.25 | 19 | 19 | 1004 | 712 | 585 | 408 | 709 | 733 | 201 | 191 | 215 | 15 | 6 | 20 | 16.33 | 6.30 | 1984.23 | | | | | | 18 | 80 | 675.00 | 3251 00 | 326.00 | 159.26 |
| Cornish, | 1726 | 6.18 | 16 | 16 | 490 | 332 | 396 | 241 | 379 | 353 | 151 | 138 | 129 | 9 | 6 | 12 | 14.61 | 5.32 | 618.00 | 279.50 | | | | | 2½ | 30 | 24.00 | 470.85 | 28.25 | 64.57 |
| Croydon, | 956 | 2.83 | 8 | 8 | 252 | 171 | 178 | 136 | | 197 | 59 | 49 | 66 | 5 | | 6 | 15.10 | 4.74 | 283.00 | 75.00 | | | | | | | | 1021.33 | 61.28 | 29.58 |
| Goshen, | 779 | 1.75 | 5 | 5 | 189 | 163 | 149 | 126 | 153 | 155 | 43 | 36 | 41 | 7 | | 5 | 11.90 | 5.00 | 193.86 | 32.50 | | | | | | | | | | 18.27 |
| Grantham, | 1034 | 2.69 | 11 | 11 | 248 | 185 | 193 | 134 | 203 | 45 | 48 | 100 | 88 | 6 | 5 | 8 | 12.67 | 6.00 | 370.00 | 150.00 | | | | | | | | | 25.42 | 28.12 |
| Langdon, | 615 | 3.07 | 6 | 6 | 158 | 117 | 132 | 91 | 108 | 136 | 41 | 60 | 60 | 6 | | 6 | 14.25 | 6.12 | 350.00 | | | | | | | | | | | 32.12 |
| Lempster, | 941 | 2.85 | 9 | 9 | 257 | 218 | 207 | 160 | 179 | 180 | 73 | 89 | 88 | 4 | 5 | 9 | 12.50 | 6.10 | 385.00 | 82.00 | | | | | 3 | 30 | 90.00 | 486.00 | 29 16 | 29.79 |
| Newport, | 1958 | 6.70 | 19 | 18 | 531 | 364 | 412 | 291 | 319 | 491 | | 197 | 131 | 12 | 5 | 13 | 13.28 | 6.02 | 911.78 | | | | | | | | | 1663.00 | 131.50 | 69.99 |
| Plainfield, | 1552 | 5 48 | 12 | 12 | 424 | 295 | 330 | 210 | 350 | 324 | 115 | 134 | 114 | 9 | 3 | 10 | 12.92 | 5.00 | 779.69 | | | | | | | | | | | 57.26 |
| Springfield, | 1252 | 3.75 | 14 | 14 | 434 | 247 | 345 | 189 | 326 | 322 | 141 | 121 | 68 | 10 | 4 | 8 | 11.50 | 4 92 | 375.00 | 125.00 | | | | | | | | | | 28.75 |
| Unity, | 1218 | 3 40 | 15 | 14 | 230 | 212 | 193 | 148 | 233 | 237 | 74 | 97 | 118 | 5 | 7 | 12 | 12.00 | 4.53 | 400.40 | | | | | | 1 | 22 | 9.00 | | | 35.55 |
| Washington, | 1103 | 3.15 | 9 | 9 | 278 | 205 | 225 | 160 | 224 | 220 | 78 | 64 | 55 | 5 | 4 | 7 | 14.50 | 5.58 | 374.75 | 18.00 | | | | | 4 | 12 | 22.00 | 500.00 | 30.00 | 32.95 |
| Wendell, | 795 | 2 00 | 7 | 7 | 225 | 151 | 180 | 115 | 141 | 147 | 78 | 65 | 41 | 5 | 1 | 5 | 12.68 | 5.44 | 200.00 | | | | | | | | | 416.64 | 24.99 | 20.95 |

## COUNTY OF GRAFTON.

| Names of towns. | Population in 1840. | Proportion of State tax in 1844. | Whole No. of Districts. | No. of Districts reported. | No. Scholars in all the Schools. | | Average attendance | | No. of persons between 4 and 14 years of age, in the town. | No. under 14 years, who attend School. | No. over 14 years, who attend School. | Aggregate length of Schools, in weeks. | | No. of Teachers in Winter. | | No. of Teachers in Summer. | | Average wages paid per month, exclusive of board. | | Amount of money, raised by taxes, for the Schools. | Amount, (if any) contributed in board and fuel. | No. of incorporated Academies. | | | No. unincorporated Academies, private schools, & schools kept to prolong common schools. | | | Amount of local funds. | Income from local funds. | Literary Fund. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Winter. | Summer. | Winter. | Summer. | | | | Winter. | Summer. | Males. | Females. | Males. | Females. | Males. | Females. | | | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | | | |
| Alexandria, | 1284 | 2.83 | 19 | 17 | 376 | 139 | 290 | 114 | 271 | 266 | 96 | 73 | 43 | 8 | 6 | 6 | | 10.00 | 5.29 | 455.18 | | | | | | | | | | 39.58 |
| Bath, | 1591 | 5.18 | 13 | 13 | 491 | 345 | 405 | 306 | 374 | 345 | 146 | 115 | 150 | 10 | 3 | 12 | | 12.26 | 4.66 | 542.00 | 460.00 | | | | 42 | 44 | 602.00 | | | 54 14 |
| Benton, | 413 | 0.92 | 6 | 6 | 170 | 65 | 128 | 45 | 122 | 110 | 53 | 68 | 20 | 3 | 3 | 2 | | 13.89 | 5.90 | 250.00 | | | | | | | | | | 9.63 |
| Bethlehem, | 779 | 1.97 | 11 | 11 | 289 | 203 | 213 | 173 | 187 | 110 | 111 | 110 | 116 | 3 | 4 | 9 | | 17.33 | 7.50 | 400.00 | | | | | | | | | | 20.59 |
| Bridgewater, | 747 | 1.57 | 11 | 10 | 250 | 145 | 176 | 105 | 164 | 153 | 95 | 99 | 56 | 7 | 4 | 7 | | 10.87 | 5.18 | 207.00 | 81.00 | | | | 1 | 6 | 11.00 | 2600.00 | 183 36 | 16.12 |
| Bristol, | 1153 | 2.57 | 9 | 9 | 360 | 240 | 267 | 200 | | 300 | 18 | 105 | 112 | 2 | 5 | 9 | | 12.00 | 6 50 | 316.21 | | | | | | | | | | 26.75 |
| Campton, | 1513 | 3.52 | 14 | 14 | 474 | 285 | 365 | 223 | 339 | 307 | 182 | 95 | 79 | 8 | 5 | 9 | | 12 50 | 5.88 | 500.00 | | | | | | | | 1093.55 | 142.35 | 36 92 |
| Canaan, | 1576 | 4.32 | 19 | 19 | 425 | 291 | 359 | 227 | 354 | 380 | 79 | 144 | 94 | 9 | 7 | 13 | | 11.00 | 4.83 | 537.31 | | | | | | | | 1094.44 | 65.66 | 47 55 |
| Danbury, | 800 | 1.95 | 12 | 11 | 224 | 251 | 190 | 216 | 188 | 198 | 69 | 58 | 80 | 3 | 4 | 11 | | 11.00 | 5.67 | 202.00 | 45.00 | | | | 3 | 45 | 23.00 | 457.51 | 27.45 | 20.39 |
| Dorchester, | 769 | 1.58 | 11 | 11 | 206 | 58 | 160 | 44 | 128 | 155 | 74 | 69 | 20 | 4 | 6 | 3 | | 10.50 | 4.50 | 200.00 | | | | | | | | | | 16.54 |
| Ellsworth, | 300 | 0.44 | 4 | 4 | 99 | 62 | 72 | 42 | 125 | 127 | 34 | 28 | 17 | 1 | 2 | 2 | | 11.00 | 5.30 | 100 05 | 15.00 | | | | | | | | | 4.69 |
| Enfield, | 1514 | 5.27 | 18 | 18 | 438 | 330 | 396 | 262 | 283 | 315 | 148 | 191 | 147 | 15 | 7 | 14 | | 12.30 | 5.50 | 698 24 | | | | | 3 | 40 | 120.00 | | | 55.07 |
| Franconia, | 523 | 1.61 | 6 | 4 | 166 | 100 | 120 | 80 | 115 | 113 | 51 | 43 | 33 | 4 | | 3 | | 12.87 | 5.56 | 299.26 | | | | | | | | 200.00 | 12.00 | 16.85 |
| Grafton, | 1201 | 2 38 | 12 | 7 | 306 | 157 | 235 | 107 | 250 | 259 | 84 | 45 | 30 | 6 | 1 | 3 | | 10.50 | 5 33 | 293 35 | | | | | | | | | | 30.10 |
| Groton, | 870 | 1.69 | 12 | 12 | 259 | 143 | 211 | 128 | 195 | 208 | 94 | 72 | 52 | 5 | 5 | 7 | | 11.47 | 5 47 | 288.18 | 63.21 | | | | 2 | 50 | 51.00 | | | 17 68 |
| Hanover, | 2613 | 8.06 | 17 | 17 | 529 | 396 | 404 | 290 | 388 | 411 | 147 | 214 | 214 | 5 | 15 | 18 | | 15.25 | 5 81 | 806.00 | | | | | | | | | 51.19 | 84.20 |
| Haverhill, | 2675 | 8 09 | 17 | 17 | 698 | 544 | 536 | 395 | | 391 | 186 | 188 | 199 | 15 | 2 | 17 | | 14.20 | 5.11 | | | | | 100 | | | | | | 84.50 |
| Hebron, | 508 | 1.35 | 7 | 6 | 149 | 107 | 120 | 88 | 128 | 106 | 74 | 29 | 40 | 2 | 2 | 4 | | 13.39 | 6 00 | 205 26 | 41.06 | 3 | 35 | 105 | 2 | 46 | 18.00 | | | 14.08 |
| Hill, | 999 | 2.54 | 12 | 11 | 257 | 267 | 213 | 205 | 232 | 22 | 68 | 83 | 79 | 4 | 6 | 11 | | 12 00 | 5.60 | 354.00 | | 3 | 45 | 75 | | | | | 58.00 | 26.50 |
| Holderness, | 1528 | 4.11 | 17 | 17 | 520 | 341 | 382 | 263 | 363 | 356 | 153 | 102 | 78 | 10 | 5 | 12 | | 10.90 | 5.00 | 408.06 | 24.00 | | | | 1 | 50 | 300.00 | 400.00 | 24.00 | 42.90 |
| Landaff, | 957 | 2.54 | 8 | 6 | 222 | 163 | 176 | 119 | 183 | 165 | 83 | 64 | 61 | 2 | 4 | 6 | | 14.66 | 8.64 | 254.00 | | | | | | | | | | 26.50 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Lebanon, | 1754 | 8.48 | 16 | 15 | 478 | 253 | 397 | 198 | 366 | 344 | 143 | 182 | 115 | 11 | 6 | 15 | 12.73 | 8.66 | 848.00 | | | | | | | | | 636.67 | 38.20 | 88.33 |
| Lisbon, | 1682 | 4.48 | 11 | 11 | 613 | 291 | 476 | 221 | 289 | 299 | 164 | 95 | 60 | 7 | 5 | 1 | 7 | 13.17 | 5.44 | 448.00 | 177.00 | | | | 7 | 53 | 111.00 | 633.00 | 38.00 | 46 80 |
| Lincoln, | 76 | .24 | 2 | 2 | 13 | 11 | 10 | 9 | 20 | 15 | 10 | 15 | | 1 | 1 | | 1 | 10.00 | 4 50 | 60 00 | | | | | | | | 60.00 | 3.60 | 2.56 |
| Littleton, | 1778 | 4.49 | 15 | 15 | 508 | 417 | 402 | 314 | 429 | 500 | 76 | 166 | 186 | 11 | 8 | | 17 | 16.25 | 5.60 | 1192 26 | 185.50 | 3 | 16 | 39 | | | | | | 46 92 |
| Lyman, | 1496 | 3.39 | 12 | 12 | 412 | 270 | 301 | 189 | 285 | 273 | 141 | 130 | 113 | 5 | 7 | | 10 | 14.10 | 5.48 | 489.00 | 2.14 | | | | | | | 575.00 | 34.50 | 40.60 |
| Lyme, | 1785 | 6.20 | 16 | 16 | 497 | 368 | 402 | 283 | 353 | 346 | 151 | 186 | 174 | 8 | 9 | | 15 | 13.82 | 5 42 | 623.73 | 227.67 | | | | 4 | 93 | 155.50 | 2203.17 | 196.96 | 64.79 |
| Orange, | 463 | .76 | 8 | 6 | 145 | 78 | 118 | 59 | 115 | 102 | 34 | 57 | 30 | 2 | 4 | | 4 | 10.00 | 5.20 | 200.00 | 102.00 | | | | | | | | | 8.07 |
| Orford, | 1707 | 6.75 | 15 | 15 | 424 | 273 | 340 | 218 | | 293 | 132 | 196 | 176 | 10 | 5 | | 14 | 14.00 | 6.20 | 675 00 | 152.50 | | | | | | | 6911.57 | 452.17 | 70 50 |
| Piermont, | 1057 | 3.56 | 13 | 13 | 297 | 244 | 247 | 184 | | 242 | 93 | 122 | 129 | 6 | 5 | | 12 | 13.60 | 6.25 | 418.58 | 25.00 | | | | | | | 1800.00 | 224.00 | 37.20 |
| Plymouth, | 1282 | 3 53 | 12 | 12 | 341 | 208 | 283 | 151 | 303 | 262 | 90 | 100 | 54 | 2 | 11 | | 7 | 11.00 | 6.05 | 355.74 | 115.75 | | | | 28 | 112 | 470.00 | | | 36.90 |
| Rumney, | 1110 | 2.98 | 10 | 10 | 375 | 288 | 294 | 229 | 250 | 252 | 123 | 87 | 78 | 9 | 1 | | 9 | 13 40 | 5.47 | 398.13 | 20.00 | | | | | | | 1966.00 | 118.00 | 31.14 |
| Thornton, | 1045 | 2.47 | 12 | 10 | 246 | 208 | 196 | 166 | | 112 | 58 | 58 | 55 | 3 | 6 | | 8 | 10.33 | 5 76 | 347.50 | | | | | | | | | | 25.80 |
| Warren, | 938 | 1.97 | 9 | 9 | 275 | 90 | 203 | 75 | 196 | 197 | 90 | 59 | 24 | 4 | 4 | | 3 | 12.00 | 5.88 | 197 00 | 15.00 | | | | 10 | 115 | 65.00 | 250.00 | 15.00 | 9.22 |
| Waterville, | | | 2 | 2 | 13 | | 12 | | 15 | 9 | 3 | 14 | | 2 | | | | | 6.00 | 30 00 | | | | | | | | | | 2.46 |
| Wentworth, | 1119 | 2.83 | 10 | 10 | 323 | 208 | 266 | 167 | 234 | 225 | 113 | 75 | 80 | 9 | 1 | | 7 | 11 50 | 5.75 | 439.23 | 75.00 | 8 | 40 | 450 | | | | | | 29.53 |
| Woodstock, | 472 | .88 | 6 | 5 | 142 | 103 | 106 | 85 | 122 | 119 | 60 | 39 | 34 | 2 | 2 | | 4 | 9.75 | 5.56 | 156.92 | 13 00 | | | | | | | | | 29.50 |

## COUNTY OF CHESHIRE.

| Names of towns. | Population in 1840. | Proportion of State tax in 1844. | Whole No. of Districts. | No. of Districts reported. | No. of Scholars in all the Schools. | | Average attendance | | No. of persons between 4 and 14 years of age, in the town. | No. under 14 years, who attend School. | No. over 14 years, who attend School. | Aggregate length of Schools, in weeks. | | No. of Teachers in Winter. | | No. of Teachers in Summer. | | Average wages paid per month, exclusive of board. | | Amount of money, raised by taxes, for the Schools. | Amount, (if any) contributed in board and fuel. | No. of incorporated Academies. | | | No. unincorporated Academies, private schools, & schools kept to prolong common schools. | | | Amount of local funds. | Income from local funds. | Literaay Fund. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Winter. | Summer. | Winter. | Summer. | | | | Winter. | Summer. | Males. | Females. | Males. | Females. | Males. | Females. | | | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | | | |
| Alstead | 1454 | 5.21 | 15 | 15 | 482 | 343 | 358 | 261 | 34 | 345 | 100 | 131 | 103 | 9 | 7 | 14 | 14.98 | 6.33 | 832 57 | | 2 | 13 | 45 | | | | | | | 54.30 |
| Chesterfield, | 1765 | 6.28 | 14 | 14 | 430 | 341 | 335 | 224 | 337 | 337 | 111 | 113 | 118 | 8 | 6 | 13 | 15 68 | 7.17 | 750.00 | 20.00 | 5 | 25 | 100 | | | | | | | 65.66 |
| Dublin, | 1075 | 4.46 | 10 | 10 | 346 | 251 | 298 | 197 | 250 | 242 | 103 | 115 | 107 | 7 | 3 | 10 | 19.14 | 7.28 | 900.00 | 52.27 | | | | 2½ | 46 | 131.07 | 11319.17 | 704.98 | | 46 96 |
| Fitzwilliam, | 1366 | 5 04 | 12 | 12 | 457 | 370 | 390 | 324 | | 311 | 142 | 104 | 109 | 6 | 6 | 12 | 22.50 | 7.33 | 600 00 | | | | | | | | | | | 53 03 |
| Gilsum, | 656 | 1.95 | 7 | 7 | 199 | 125 | 149 | 95 | 162 | 163 | 73 | 56 | 39 | 1 | 5 | 5 | 12.00 | 7.71 | 246 02 | 37.75 | | | | | | 32.00 | 333.00 | 20 00 | | 20.74 |
| Hinsdale, | 1141 | 3.94 | 9 | 9 | 345 | 285 | 286 | 217 | 546 | 559 | 81 | 103 | 106 | 4 | 6 | 10 | 16.00 | 7.08 | 694.00 | | | | | 10 | | | | | | 41.51 |
| Jaffrey, | 1411 | 6.26 | 13 | 13 | 472 | 315 | 377 | 246 | | 426 | 136 | 158 | 111 | 4 | 10 | 11 | 19.75 | 7 67 | 1000.00 | | 22 | 60 | 320 | 2 | | | | | | 65 14 |
| Keene, | 2611 | 13.65 | 13 | 13 | 667 | 639 | 533 | 504 | | 550 | 148 | 176 | 176 | 9 | 8 | 17 | 20 00 | 8.00 | 1850.00 | | | | | 10½ | 42 | 650.00 | | | | 142 89 |
| Marlborough, | 331 | 2.47 | 7 | 7 | 238 | 129 | 189 | 106 | 135 | 159 | 98 | 69 | 38 | 4 | 4 | 6 | 18 00 | 7.25 | 447 00 | 18.00 | | | | | | | | | | 26.10 |
| Marlow, | 626 | 2 44 | 8 | 8 | 170 | 130 | 131 | 101 | | | | 49 | 46 | 4 | 4 | 6 | 13.87 | 4 96 | 304.00 | | 6 | 128 | | 2 | 20 | | | | | 25 87 |
| Nelson, | 335 | 2 91 | 9 | 9 | 265 | 156 | 221 | 128 | 168 | 174 | 97 | 87 | 52 | 4 | 6 | 6 | 16.38 | 7 77 | 530 80 | 11.00 | | | | 4 | 33 | 90 00 | | | | 30 76 |
| Richmond, | 1165 | 3.44 | 16 | 13 | 276 | 238 | 240 | 216 | 234 | 218 | 84 | 95 | 74 | 2 | 10 | 11 | 15.14 | 6.11 | 339.67 | 150.00 | | | | 3 | 37 | 21.00 | | | | 36 31 |
| Rindge, | 1161 | 4.75 | 10 | 10 | 251 | 123 | 201 | 93 | 199 | 158 | 84 | 79 | 54 | 8 | 1 | 6 | 18.50 | 6.80 | 760.00 | | | | | | | | | | | 49.98 |
| Roxbury, | 286 | 1.02 | 3 | 3 | 65 | 44 | 51 | 37 | 49 | 51 | 22 | 31 | 16 | 1 | 2 | 2 | 14.00 | 7.39 | 150.00 | 13.25 | | | | | | | | | | 11.06 |
| Stoddard, | 1006 | 4 09 | 12 | 10 | 276 | 244 | 215 | 174 | 233 | 232 | 67 | 76 | 56 | 4 | 5 | 8 | 16.25 | 6.09 | 425.78 | 64.00 | | | | | | | | | | 40.11 |
| Sullivan, | 496 | 2.31 | 5 | 5 | 141 | 119 | 118 | 101 | | 110 | 30 | 11 | 11 | 1 | 4 | 5 | 17.00 | 8.30 | 350.00 | 4 00 | | | | 1 | 27 | 10.00 | | | | 24.52 |
| Surry, | 481 | 1.89 | 4 | 4 | 184 | 134 | 140 | 111 | | 116 | 52 | 35 | 37 | 3 | 1 | 4 | 13.50 | 7.25 | 189 00 | | | | | | | | | | | 20.11 |
| Swanzey, | 1755 | 5.68 | 13 | 13 | 514 | 353 | 396 | 272 | 394 | 383 | 143 | 146 | 122 | 9 | 4 | 10 | 14 00 | 7.57 | 1000.00 | 22.00 | | | | | | | | | | 59 69 |
| Troy; | 683 | 2.42 | 6 | 6 | 179 | 166 | 149 | 142 | 152 | 150 | 62 | 48 | 34 | 4 | 1 | 4 | 18.27 | 8.00 | 400.00 | | | | | 7 | 68 | 21.00 | | | | 25.66 |
| Walpole, | 2015 | 10.94 | 14 | 14 | 572 | 427 | 437 | 324 | | 408 | 164 | 169 | 152 | 11 | 5 | 15 | 17.36 | 6 50 | 1230.00 | 300.00 | 9 | 20 | 250 | 12 | 23 | | 1000 00 | 60.00 | | 114 58 |
| Westmoreland, | 1546 | 5.62 | 13 | 13 | 481 | 404 | 362 | 343 | 388 | 413 | 121 | 134 | 131 | 9 | 4 | 13 | 15.28 | 6.49 | 800 00 | | | | | 4 | 35 | 100.00 | 1000.00 | 60.00 | | 59.06 |
| Winchester, | 2065 | 7.10 | 20 | 20 | 546 | 397 | 435 | 305 | 491 | 482 | 160 | 185 | 136 | 4 | 16 | 16 | 20.00 | 8.67 | 1288.70 | 38.67 | | | | | | | | | | 74 53 |

## COUNTY OF COOS.

| Names of towns. | Population in 1840. | Proportion of State tax in 1844. | Whole No. of Districts. | No. of Districts reported. | No. of Scholars in all the Schools. | | Average attendance | | No. of persons between 4 and 14 years of age, in the town. | No. under 14 years, who attend School. | No. over 14 years, who attend School. | Average length of Schools, in weeks. | | No. of Teachers in Winter. | | No. of Teachers in Summer. | | Average wages paid per month, exclusive of board. | | Amount of money, raised by taxes, for the Schools. | Amount, (if any) contributed in board and fuel. | No. of incorporated Academies. | | | No. unincorporated Academies, private schools, & schools kept to prolong common schools. | | | Amount of local funds. | Income from local funds. | Literary Fund. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Winter. | Summer. | Winter. | Summer. | | | | Winter. | Summer. | Males. | Females. | Males. | Females. | Males. | Females. | | | Aggregate No. of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | Aggregate No of months kept. | Average No. of Scholars. | Amt. paid for tuition in them. | | | |
| Bartlett, | 706 | 1.50 | 4 | 4 | 170 | 171 | 101 | 114 | 180 | 128 | 43 | 48 | 46 | 3 | 1 | | 4 | 11.00 | 5.00 | 150.00 | 70.00 | | | | | | | 268.00 | 16.00 | 15 65 |
| Berlin, | 116 | .40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 4.20 |
| Carroll, | 18 | .70 | 5 | 5 | 116 | 47 | 84 | 43 | 73 | 50 | 32 | 39 | 29 | 4 | | 3 | | 12.50 | 4.75 | 170.00 | 49 00 | | | | | | | | | 7.30 |
| Clarksville, | 288 | .26 | 1 | 1 | 55 | 35 | 46 | 20 | 34 | 34 | 21 | 8 | 8 | | 1 | 1 | | | 5 00 | 50.00 | | | | | | | | | | 2.65 |
| Colebrook, | 743 | 1.75 | 10 | 10 | 277 | 159 | 220 | 115 | 219 | 199 | 76 | 100 | 55 | 5 | 5 | 7 | | 12.90 | 5.59 | | | | | | 8 | 18 | 25.00 | | | 18 25 |
| Columbia, | 620 | 1 26 | 10 | 10 | 260 | 192 | 190 | 154 | 186 | 168 | 97 | 93 | 88 | 3 | 6 | 9 | | 13 00 | 5.18 | 365.43 | 199 50 | | | | | | | | | 13.15 |
| Dalton, | 664 | 1.47 | 8 | 8 | 230 | 203 | 195 | 168 | 159 | 170 | 80 | 96 | 80 | 4 | 4 | 8 | | 12.00 | 5.25 | 319.00 | 227.00 | | | | | | | | | 15 35 |
| Dummer, | 57 | .24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 2.56 |
| Errol, | 104 | .35 | 4 | 4 | 35 | 30 | 28 | 24 | 33 | 33 | 7 | 19 | 32 | 1 | 1 | 3 | | 12 00 | 5.33 | 66 34 | | | | | | | | 200.00 | 12.00 | 3.70 |
| Gorham, | 156 | .28 | 2 | 2 | 36 | 30 | 25 | 19 | 49 | 29 | 9 | 8 | 8 | 1 | | 1 | | 14 00 | 4.00 | 28.00 | 6.00 | | | | 2 | 11 | 30.00 | | | 2.95 |
| Jackson, | 584 | 1.08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 11 30 |
| Jefferson, | 575 | 1.13 | 7 | 7 | 152 | 49 | 124 | 38 | 148 | 122 | 50 | 39 | 12 | 2 | 2 | 1 | | 11.00 | 6.00 | 113.00 | 75.00 | | | | | | | | | 11.82 |
| Lancaster, | 1316 | 3.90 | 15 | 15 | 459 | 256 | 370 | 187 | 321 | 322 | 147 | 137 | 93 | 9 | 5 | 8 | | 13 06 | 5.36 | 393 00 | | 6 | 35 | 200 | | | | 1144.50 | 68.67 | 41.30 |
| Milan, | 356 | .67 | 6 | 6 | 197 | | 126 | | 103 | 105 | 72 | 36 | | 5 | 1 | | | 12 33 | 5.00 | 200.00 | 15.00 | | | | 3 | 38 | 37.00 | | | 7.02 |
| Northumberland, | 399 | 1.27 | 7 | 7 | 130 | 65 | 85 | 56 | 140 | 93 | 47 | 40 | 48 | 4 | 2 | 5 | | 11 00 | 5.00 | 133.00 | 50.00 | | | | | | | 72.00 | | 13.25 |
| Pittsburgh, | 315 | .50 | 5 | 5 | 120 | 100 | 94 | | 90 | 80 | 40 | 27 | | 3 | 4 | | | 10.33 | 4.00 | 50.00 | | | | | | | | | | 5.25 |
| Randolph, | 115 | .28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 2.97 |
| Stark, | 349 | .72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 7.52 |
| Stratford, | 491 | 1.35 | 7 | 7 | 160 | 80 | 96 | 68 | 78 | 93 | 57 | 43 | 31 | 2 | 2 | 6 | | 12.50 | 6.00 | 301.97 | 33.00 | | | | 2 | 12 | 6.50 | | | 14 12 |
| Shelburne, | 350 | .95 | 4 | 4 | 107 | 114 | 72 | 96 | 94 | 88 | 47 | 24 | 35 | 4 | | 1 | 4 | 13.00 | 5.00 | 98.00 | 22.00 | | | | 2 | 30 | 20.00 | 900.00 | 54.00 | 9 92 |
| Stewartstown, | 630 | 1.42 | 7 | 7 | 220 | 149 | 180 | 123 | | 132 | 84 | 44 | 51 | 5 | 1 | | 5 | 13 67 | 4.94 | 251.50 | 15.00 | | | | | | | | | 14 82 |
| Whitefield, | 751 | 1.90 | 7 | 7 | 277 | 238 | 229 | 183 | 232 | 381 | 127 | 73 | 72 | 4 | 4 | | 8 | 12.50 | 5.15 | 200.00 | | | | | | | | | | 19.80 |

# RETURNS BY COUNTIES.

**The following Table is prepared from the Reports made prior to May 20, 1849.**

| Names of Counties. | Population in 1840. | Proportion of State tax, 1844. | Whole No. of Districts. | No. of Districts reported. | No. of Scholars, Winter Schools. | No. of Scholars, Summer Schools. | Average attendance, Winter Schools. | Average attendance, Summer Schools. | Average length of Winter Schools, in weeks. | Average length of Summer Schools, in weeks. | No. of Male Teachers in Winter Schools. | No. of Female Teachers in Winter Schools. | Average wages paid per month to Males, besides board. | Average wages paid per month to Females, besides board. | Amount of money raised by taxes, for the Schools. | Amount contributed in board and fuel. | Income of local funds. | Literary Fund. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Rockingham, | 45,656 | 187.94 | 218 | 216 | 10,392 | 10,598 | 7,165 | 7,362 | 12 | 15 1-8 | 153 | 73 | 17.29 | 7.18 | 24,103.71 | 368.00 | 1,085.04 | 1,962.80 |
| Strafford, | 23.149 | 89.93 | 125 | 120 | 5,993 | 4,997 | 4,094 | 3,214 | 14 7-8 | 9 1-2 | 57 | 52 | 13.81 | 5.79 | 11,795.43 | 69.00 | 130.00 | 938.53 |
| Belknap, | 17,989 | 50 39 | 159 | 131 | 4,113 | 3,055 | 3,003 | 2,914 | 8 2-3 | 6 | 82 | 33 | 13.13 | 5.76 | 5,667.27 | 598.90 | 138 00 | 526.79 |
| Carroll, | 19.583 | 42 01 | 195 | 167 | 4,919 | 3,239 | 3,884 | 2,413 | 6 3-4 | 4 7-8 | 96 | 46 | 11.68 | 5.10 | 5,245.94 | 304.00 | 336.35 | 444.52 |
| Merrimack, | 35.084 | 123.15 | 287 | 283 | 10.523 | 8.304 | 7.905 | 6.347 | 9 1-3 | 8 1-7 | 205 | 84 | 13.45 | 5.26 | 16,146.21 | 569.00 | 968.37 | 1,324.08 |
| Hillsborough, | 41,370 | 180.15 | 312 | 306 | 15,834 | 13.996 | 11,683 | 9,611 | 10 7-8 | 11 | 221 | 136 | 16 97 | 6.51 | 28,714.98 | 1,311.25 | 517.88 | 1,925 53 |
| Cheshire, | 26,429 | 103 78 | 233 | 228 | 7,556 | 5,633 | 6,011 | 4.521 | 9 5-8 | 8 | 116 | 118 | 16.71 | 7.20 | 15,137.54 | 730.96 | 844.98 | 1,089 07 |
| Sullivan, | 20,340 | 70.67 | 175 | 173 | 5,691 | 4,055 | 4,318 | 2,934 | 9 1-3 | 8 1-2 | 112 | 59 | 13 61 | 5.54 | 8,825.71 | 1,006.00 | 736.90 | 738 51 |
| Grafton, | 40,591 | 115 22 | 424 | 403 | 12,050 | 7,942 | 9.434 | 6,180 | 8 3-4 | 7 3-4 | 218 | 171 | 12 38 | 5.73 | 14,195.19 | 1,839 83 | 1,333.43 | 1,242.65 |
| Coos, | 7,939 | 19 68 | 110 | 110 | 3,001 | 2,217 | 2.265 | 1,588 | 7 2-3 | 6 1-4 | 56 | 35 | 12.30 | 5.40 | 2,939.24 | 722 50 | 146 67 | 259.52 |
| Total, | 278,130 | 982.92 | 2238 | 2137 | 80,072 | 64,036 | 598,12 | 47,084 | 9 4-5 | 8 1-2 | 1316 | 807 | 14.13 | 5.95 | 132.771.22 | 7,519.44 | 6,287.62 | 10,452.10 |

NOTE.—Only the towns from which Reports have been received are reckoned in the Tables.

# APPENDIX.

## ROCKINGHAM COUNTY.

Atkinson.—Your committee are happy to say, the schools generally have been taught by acceptable teachers. Most of them came to their task with a fund of experience, which made it pleasant for them and profitable for their pupils; and some of those who assumed the duties of teachers for the first time, discharged them with a zeal and success which, if continued, promises well for the future. There seems, in many cases, a mutual attachment between the teacher and pupils, which was very pleasant. In most instances there was an improvement in the order and regularity of the school that was pleasing, and which evidently resulted from the kind, moral influence that the teacher exerted, which seemed to throw over the school a parental influence, and gave it somewhat the character of a family. In this connection your committee would make one suggestion for future use and improvement, without criminating any one for the past. They think it unsound policy for a young and inexperienced teacher to take charge of a large and somewhat difficult school. The teacher and school are both liable to suffer. The former is liable to be disheartened and imbibe a disrelish for the employment, and a dislike to youth; and the latter to become sour in their feelings, and turbulent and disorderly in their deportment.

One very important duty, if not the most important of the Prudential Committee, as defined by our State Commissioner, is, closely to scrutinize the teacher's *moral qualifications.* No one should be employed to take charge of a school who is destitute of those traits of character which are required as an introduction to intelligent, refined and virtuous society. A man cannot impart that to others which he does not possess himself. If he has imbibed loose moral principles, which permit him to indulge in profanity or lewdness, he is not qualified to be a teacher of youth. Mere intellectual

attainment is but an instrument, whose use and utility depends altogether on its moral direction. To cultivate the intellect and corrupt the moral principles, is but to furnish the assassin with weapons for his work. Abused power is a fearful scourge, whether you contemplate it in the hands of a corrupt king or an unprincipled people. You call not a scientific physician to use his knowledge in poisoning your family, but in healing them. You want not a teacher to vitiate the minds of your youth and prepare them for deeds of desperation, but to refine them, and make them more useful and happy.—*J. Page, for the Committee.*

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Auburn.—The committee have during the past year examined all the teachers in the different districts, have visited and inspected all the schools, and have also given as much of their attention to the interests of popular education in the town as other and imperative engagements permitted. They are happy to observe both among parents and teachers, an increased and increasing interest in a subject, which is one of the most important that can engage the attention of citizens of a free government—the education of youth. Teachers are more awake to the importance of their calling, and consequently more faithful in the performance of their duties; and parents appear to be more impressed with the idea that if they would have good schools they must furnish the means to support them. The vote of the town at the last annual meeting, increasing the school tax fifty per cent. above the amount required by law, and also giving to the school association three per cent. more on the same amount, was very liberal and handsome on the part of the citizens, and has been the means of effecting much good the past year both in the town and in the county. The committee cannot but recommend a continuance of the same liberal policy the present year.

In concluding their report, the committee would earnestly recommend the subject of education to the attention of their fellow-citizens. On the rock of Plymouth, early in the 17th century, the "pilgrim fathers" laid the foundation of institutions which have descended to us, and which are dear to the heart of every freeman. Equal rights, freedom of conscience, popular liberty, are our heritage, and are blessings which can only be secured by the virtue and intelligence of the people. An uneducated community is the soil for tyrants. Public intelligence and public virtue are the best

securities of liberty and equal laws. Let every citizen, then, if he would extend and perpetuate the blessings of a free government, watch with a jealous care over the interests of our common schools, where the children of all classes meet together upon a level, and where no distinction but that of merit exists. In the common school, mind meets and enters into competition with mind, undepressed with a sense of personal inferiority; the *mind*, the *heart*, alone, has consideration within the walls where freemen are trained up to knowledge and virtue. If, then, when *we* leave the stage we would commit the destinies of our country to hands worthy of the trust, let us think no sacrifice too great to secure the *blessings* of common school instruction.—*James Holmes, Franklin Crombie, David Currier, Superintending School Committee.*

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Brentwood.—Having thus briefly alluded to the present condition of our schools, we will offer a few suggestions in reference to the future. It is indeed a question, with our limited means, whether we can ever expect to raise the character of our schools much above their present level. If they are elevated to any considerable extent, it must be by employing better qualified teachers. And if we employ the first order of instructors we must, of course, pay higher wages, and just in proportion as we increase the pay we necessarily diminish the length of the schools. To think of shortening the terms is out of the question, for the time devoted to schooling is already far too limited. And besides this, teachers who devote their time to the work, and who are well qualified for teaching, are not willing to engage in such short schools. They will, unavoidably, be employed where they offer higher wages and furnish more constant employment. There are but two remedies we can propose to obviate this difficulty. We must either increase our school fund, by raising a larger direct tax, or we must employ well qualified female instructors both summer and winter, or we must continue stationary, and remain contented with such schools as we have, and with such teachers as we can get. To remain stationary in this age of universal improvement is inconsistent and humiliating, and implies a criminal disregard to our own best interests. To increase our school fund to any considerable extent, in the present state of popular feeling, is perhaps impracticable. The only remedy then will be to employ females in our Winter as well

as in our Summer schools. To this course there has been, and doubtless will be, objections. It has been a question with many whether female teachers could manage and instruct grown up boys, such as are usually found in our Winter schools. But the fact that they usually succeed as well as male teachers in communicating instruction, and generally far better, in gaining the confidence and affection of their pupils, has induced the friends of education in Western New York to try the experiment of employing females in Winter schools. The result is, they are now employed in preference to males, of equal literary attainments, in the very best schools in many of the Western counties. The same experiment has been tried in some of the towns in this State with similar results. It is true there are comparatively few females qualified for such a station; but let their labors be demanded at a fair compensation, and many who would have preferred teaching, and are now in other employments, would at once qualify themselves for the responsible work. The inducements have not been such as to justify the necessary preparation. The average length of our Summer schools is not more than 11 weeks, and the average wages not more than $1,50. And what female could afford to qualify herself as an accomplished teacher, to be employed only 3 months in a year, and at a less price than she could realize in almost any other employment? But let it be known that females duly qualified may expect employment in Winter as well as in Summer, then those whose tastes lead them to prefer teaching will find an inducement to quit the shops and factories, and prepare themselves for a more congenial occupation. The compensation offered female teachers is disproportioned either to the expenses incurred in obtaining an education, or to the labor performed in teaching, and is small compared with what they might realize in other spheres of labor.

The female who designs to make teaching her vocation must spend six years of her life, from 12 to 18, in school. She must expend no inconsiderable sum for books and tuition. She may now commence teaching, but if she possess the spirit of a genuine teacher, her education, instead of being finished, as some suppose, has but just commenced. And she finds it necessary, in order to meet the expectations of her employers, and the wants of her pupils, continually to add to her present stock of knowledge. This requires additional time and expense, and for all this outlay she has

the prospect of receiving nine shillings per week for about one fourth part of the year.

Another female enters a factory at the same age, and during the six years, while the first is expending money and tasking her energies to qualify herself for teaching, she with but little care or cost is earning from $100 to $150 per year, exclusive of board. And during the remainder of her stay in the factory, while the accomplished teacher is receiving her nine shillings per week for only 3 months of the year, she is earning from $3 to $6 per week during the whole year. Thus, while the uneducated girl receives from $200 to $300 per year for tieing threads and oiling spindles, the young lady of genius and learning receives but a meagre compensation for the important and responsible work of guiding the young mind to its high and elevated destiny. With such facts as these before us, we may cease to wonder that the best talents are in the factories, while those who are too proud or too lazy to work, are too often found in the school-room. Is it consistent that those whose employment requires the greatest sacrifices, imposes the heaviest responsibilities, and which involves the mightiest consequences, should be the poorest rewarded of any class of operatives in the community? Well qualified teachers, who labor faithfully in their vocation, whether male or female, ought to be suitably compensated for their arduous and self-denying work.

We recommend then the employment of female teachers in our short schools, both Summer and Winter. And as an inducement to a more thorough preparation, we recommend a more ample reward for their invaluable services. And in this way we think our schools may be greatly improved in quality, increased in their length, and rendered far more serviceable to the rising generation. With these hints this report is submitted for your consideration and acceptance.—*A. M. Swain, for the Committee.*

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Candia.—The education of our youth is a subject on which the good people of this town have generally manifested a deep interest. And why should you not feel interested in this great subject? For, point us to a community where ignorance, corruption, profanity, vice and crime prevail to the greatest extent—where the Sabbath is violated and all the institutions of religion trampled in the dust—and we will point you to a community unblest with common

school instruction. But if the contrary of this were true, it would be no valid objection against the principle on which our schools are based, but that through mismanagement they had failed to produce those beneficial effects which is their tendency to secure. Pull down our school-houses and you pull down the strong holds of our country, the garrisons of its liberties, and sweep away a mightier source of safety and defence than well-manned fleets and standing armies. Deprive the mass of the community of the proper means of instruction, and you at once raise the flood-gates of wickedness and pollution, and pour in upon society a tide of ignorance, corruption and depravity.

The statute requires that the money raised by the towns shall be divided among the several districts according to the valuation of the polls and estates therein. The result of this division, as will be seen by the statistics, gives District No. 3, 12 weeks in Summer and 12 weeks in Winter, after paying their Winter teacher one-third higher wages than an average; while No. 4, to obtain 8 weeks in Winter and 10 in Summer, and No. 8 to obtain 10 weeks in Winter and 15 in Summer, had to tax themselves in a sum equal to one-half of the whole sum raised by the town, and including their proportion of the funds. This result however would not be so much regretted, if all our children could be favored with the proper amount of schooling; but it appears that No. 5 has had but 6 weeks in Winter and 8 in Summer, while No. 13 has had barely 8 weeks for the year.

In discharging our duty as it regards suggesting measures for future improvement, we will confine ourselves to one or two particulars. And first, the co-operation of parents with teachers—a point which cannot be too often presented or too strongly urged. The literary attainments of the teacher may be ever so brilliant—he may be thoroughly acquainted with the art of teaching, and possess in ever so great degree that natural tact of regulating, controlling and governing, so necessary to complete success—but unless he has the confidence and support of the parents his best efforts will prove in vain; with their countenance, ordinary teachers may be successful, when without it, the best must unavoidably fail. Where parents cannot be persuaded to take interest enough in their schools to visit them occasionally, we would recommend the plan adopted by District No. 8, which was to choose a special committee, whose duty it was to visit the school once every week and make a report at the

next annual school meeting. Notwithstanding the great leading object of the common school system is the cultivation and improvement of the mind, and the proper development of all its faculties, there are other and no less responsible duties to be performed, and requiring no less wisdom and fidelity in their successful discharge.

The wisdom of our legislators has made it the duty of all those who have the care and instruction of youth, to impress upon the minds of those committed to their care the great principles of piety and justice, a sacred regard to truth, love of country, humanity and benevolence, sobriety, industry and frugality, and all those virtues which are the ornaments of human society. It is not enough, consequently, that our children are furnished with mere intellectual knowledge, that they are made thoroughly acquainted with their arithmetic and geography, though these are essential. There are other things of equal, nay, more importance, that must not be forgotten in the education of our children. And the moral training of our youth in the school room becomes the more important, since parents neglect these things at home more than formerly.

Your committee have been led to these reflections from the circumstance of having found children of nine or ten years of age who have been nearly all their lives kept from school by their parents, through fear of the immoral influence of the school-room. Now although as a general rule we must condemn the removal of our children from the school-room, yet remembering the old adage, "That he who acquires his education at the expense of his morals is the worse for his learning," we could hardly feel that in such a case they were liable to censure, for we daily may see those around us whose intellects have been highly cultivated, yet for the want of a suitable moral culture are but the more finished rogues.—*A. Emerson, for the Committee.*

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Chester.—As imperfection belongs to all human institutions, the report that we must ever wish to make of them is that of improvement. And your committee are happy that they can speak of progress in the common schools of Chester. The school-houses, taken as a whole, are in a better condition than they were a year ago. The school-house near Capt. Rufus Moore's, in District No. 1, has been thoroughly repaired and fitted over. The inside work we believe is entirely new, and is finished in a neat and appropri-

ate manner. A new school-house has been erected in District No. 10, otherwise called the Lane District, which in most respects we regard as superior to any other in town. Its chief merits are—1st, its height, ten feet clear, if we mistake not, between the floor and ceiling. 2d, a recitation bench in the back part of the school-room, extending its whole length. The distance thus placed between the teacher and the reciting or reading class will tend to correct the common fault of speaking too low. And 3d, conveniences for ventilation. In addition to an opening in the roof for that purpose, the upper sash of each window is fitted so as to be let down at pleasure. We trust the pupils of this school will not be stinted in the enjoyment of that rich gift of Providence—pure air. This house appears to have been constructed on principles of true economy. We do not see that money has been expended in any way where the saving of it would not have subjected them to the charge of being "penny wise but pound foolish." We wish, however, they could afford to paint the inside. It would add very much to its good appearance.

Having thus called your attention to the two best school-houses in town, we would say a few words in relation to the two worst. We have had some difficulty in making the selection, and we hope no district will feel slighted because we have passed them by. But we think on the whole the superiority in badness is to be given to the school-house on Walnut Hill and to the one in the Green District. The outside appearance of the Walnut Hill school-house is familiar to every one who has passed that way. The entry is a box of pine boards, filling up one corner of the school-room. Knot-holes and various openings cut by the knives of the pupils, furnish convenient apertures for reconnoitering the interior. The inside door was kept in its place last winter by a billet of wood placed against it, which the teacher kindly removed to allow your committee to enter. Down South they have huts for the manufacture of lamp-black. The pine wood is burned upon the mud floor and the soot collects above. If you turn your eyes to the ceiling of this school-house you might conjecture, perhaps, it was formerly used for such a purpose. It is said that in the garden of plants, at Paris, shingles are placed at convenient distances, with labels, requesting American visitors to whittle the shingles and not the costly trees and shrubs. If some such device had been hit upon in this school-house years ago, very

probably it would now be in a better condition. As it is, the seats and benches are most shockingly mangled. The school-house in the Green District is a worthy companion of that on Walnut Hill. The moss is gathering on its venerable roof. The chimney has crumbled down nearly to the shingles. The clapboards hang loosely on the sides of the building, as if they hated to touch it. When you enter you are not surprised that the house is in no better condition. It was evidently once used as a place for cutting wood, and the floor still remains hacked up by the axe. Your committee can report some progress in the schools themselves.—*L. Armsby, Horace Eaton, Superintending School Committee.*

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Danville.—Having briefly noticed the character of the several schools in each district, we now proceed to speak of an evil which is entirely beyond the control of your teachers or your committee. We refer to irregular attendance and want of punctuality at the hour when the school begins. In some districts the attendance has been very good, and the teachers report that there has been but little want of punctuality. But in District No. 3 the attendance of the scholars has not only been very irregular, but there has been a very lamentable want of punctuality. One of the teachers in his report says: "The children often came into school at all times between nine and half-past ten o'clock in the morning and one and two in the afternoon, to the great disturbance of the school, and then their parents would tell them to get excused at recess. It was a frequent occurrence to have during the reading of the first class in the morning, less than twenty scholars in school, even when the daily attendance was 38 and over." Now this is certainly a sad picture, and shows a very lamentable want of interest among many parents in this district. When scholars recite in classes, which is generally the case in schools, it is very important that every scholar should attend, if possible, not only every day, but at the regular hour in the morning, and remain until the school is done. Absence from a single recitation is not only a loss to the absentee, but to the whole school. Some important principle may be explained in the absence of a part of a class, the loss of which will be severely felt in their future progress; and if they attempt to go on without it, they will have but very imperfect knowledge of their lessons, the progress of the whole class is interrupted, and the

teacher becomes discouraged, for he sees that his labors are, to a great measure, lost. Thus it must be plain to every reflecting mind that scholars who attend in this manner not only interrupt the whole school, but receive very little benefit themselves. We hope our successors will be able to give a more favorable report of the attendance in this district.

By examining the reports handed to us by our teachers, we find that the number of days' schooling which was lost during the past year by irregular attendance in each district, was as follows:

| | | |
|---|---|---|
| District No. 1—Winter term only, | | 186 |
| " " 2—both terms, | | 745 |
| " " 3—Summer term, | | 2162 |
| " " 3—Winter term, | | 1950 |
| " " 4—both terms, | | 198 |

As children are sometimes detained at home by sickness or bad weather, a small proportion of this loss was doubtless unavoidable, and the attendance in Districts No. 1 and 4 was very good.

In District No. 3, in both terms, there has been a loss of 4112 days, making over 14 years of schooling lost in one district, without taking into consideration those between the ages of 4 and 14 who have not attended. A small proportion of this was doubtless unavoidable, but probably not less than 12 years of schooling have been lost, wholly through the indifference and neglect of parents in this district. Many children have been allowed to spend most of their time in pursuing their own vicious amusements and pleasures abroad; attending at the school room only a day or two occasionally, with their minds wholly unprepared for the important duties of the school. The effect of irregular attendance is plainly to be seen in the inequalities of proficiency among the scholars in this district. Some parents who have neglected to send their children to school regularly have blamed the teacher because their children did not learn well. If such parents had visited the school themselves occasionally, they would have seen plainly that the fault was altogether in themselves and not in the teacher. They would have seen the children of their neighbors, much younger perhaps than their own, advancing rapidly in useful knowledge, and appearing delighted with the school, while their own children have not, indeed, learned much, because they have permitted them to remain most of the time absent, pursuing their

own amusements, sliding on the ice, or lounging about the shops in the neighborhood.

The amount of schooling lost in this district is about equal to a school 4 months in length and averaging 40 scholars every day. How much valuable time has been lost to the youth of this district—lost not only to themselves, but to the town, to the country, and to the world! The subject demands the serious consideration of the whole community. You are under the strongest obligations to prepare your children for becoming intelligent and useful citizens. A republican government demands virtue and intelligence; it cannot exist without them. If, therefore, you do not improve all the means placed in your power to educate your children and prepare them for making and administering their own laws, you cannot be the friend of our republican institutions. —*Oliver Sanborn, Darius Towle, J. W. Blake, Superintending School Committee.*

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Derry.—The committee, before closing this report, conceive it a part of their duty to suggest for the consideration of the inhabitants of the town certain subjects which they believe to be of the highest importance, and of paramount value to the success and perfection of common school education. Among these is the subject of school-houses. And they contemplate the idea of a *school-house* in its most comprehensive nature, not only as a covert from the storms and the winds and the tempests, but fitted in all its views and appendages to the nature and wants of a human, reasoning being. A mud cabin may protect us from the inclemencies of the sky, but it is not calculated to impress the mind with those genial thoughts and aspirations that belong to a reasoning soul. The term *house*, or domicil, embraces every idea of comfort and congeniality both of body and mind. There are some good models of school-rooms in town, but they are "few and far between." Many there are that reflect no credit upon the inhabitants of the district who have the boldness to confess the ownership, and we should not blame individuals if they *denied* their residency in some particular districts that might be mentioned. So destitute are some school-houses of convenience for classical order and comfort that they are literally *chaotic*—"without form and void." Ventilation, an indispensable requisite for the enjoyment of the health and comfort of the scholars, is in most cases entirely neglected. So simple is the manner of

effecting this all-important subject in practice, and which has so wisely and successfully been put to the test in some of our school-houses, that the committee forbear entering into any further solicitations upon the subject.

The next subject to which the committee would call public attention is school books. For years past there has been a complaint, and a just one too, of too many different kinds of books in our schools. The committee have endeavored, as far as they were able without laying sudden expenditures upon the people, to introduce gradually an uniform system of common school classics. They have partially succeeded, and recommend to their successors a continuation of the plan. They fixed upon Towns' Series, as being best adapted to the infant and youthful capacity, and have been successful beyond expectation.

The committee, on examination of the statistical returns which have been made to them, find that between seven and eight hundred, including the summer and winter sessions, are set down as the whole number of scholars in the several districts, and the average number who have attended, between five and six hundred only—making a delinquency of between two and three hundred. This alarming truth is submitted to the reflection and consideration of the prudent and wise, with a fervent hope that their influence and example will be hereafter used and exhibited for the amendment of so deplorable a practice.

The last subject to which the committee would call attention is the support of Common School Institutes. From the success which has attended some schools in town, the committee do not hesitate to attribute it principally to the influence which these Institutes have exercised, through the teachers who have attended them. The committee do not invidiously declare that teachers who *have not* attended the Institutes have been unsuccessful, for they cheerfully award to some their due meed of praise, notwithstanding they have not enjoyed their benefits. But they *do* say, that there is more precision, more energy, more system and better success in the art of teaching, practised by those who *have*, than those who *have not* enjoyed their benefits. In view of this consideration, the committee believe that the town will not withhold the necessary aid in support of the County Institute, but that it will be more liberal in its vote of money than that of the preceding year.—*A. F. Hildreth, D. A. Gregg, D. W. Dickey, Superintending School Committee.*

Exeter.—The laws regulating our schools and the education of our youth are of primary importance. Our free institutions depend upon them for preservation. For what do we educate our children and provide for the education of the whole community? It is to make them good citizens, to enable them to appreciate the importance of civil government, the observance of our laws, and the transmission of them to future generations. The best government in the world would be lightly esteemed by the uneducated man. He would submit to it only because he must. What has he to expect from a free government? In a state of nature he could protect himself, and what cares he for any other state? It is in proportion to the education and culture of the mind that men are brought to yield up some of their natural rights for the protection of others more important to themselves and the community. They see the necessity of this. If rightly disposed themselves, and unwilling to infringe on the rights of their neighbors, they would soon learn that the same disposition did not universally prevail, and that human life and all its advantages would be held by an uncertain tenure where there was no law to require right and no power to enforce it.

What has gathered together this assembly to-day? Its proceedings have been important, and their importance have been deeply felt, but they have been conducted in good order and quietness, and although the condition of the State may be dependent upon them, and our own happiness involved in them, we submit to them in peace, in the consciousness that to the majority we submit and in the majority we can trust. But it must be an educated and a virtuous majority, one capable of discerning the difference between right and wrong, and whose moral propensities would induce them to repel the wrong and cleave to the right. Ours is a moral and educated people. From the foundation of our country to this time, great care and pains have been taken to educate the community. Go through our towns in New England, and what most generally meets the sight and arrests the attention of the traveller? The church and the school house, to educate men for this world and to prepare them for another. It is not left to every parent, on his own resources, to educate his own children, because it is not for his interest alone that they are to be educated. They are educated to make them good citizens, to prepare them for public life, and to enable them to manage the affairs of the community.

The children of the poorest parent have in them native genius and native powers which may make them first among their fellows, and the chance is given them to become the first among men. It is a chance that they often improve. Go through the length and breadth of the land and note it well. Whence come the men of brilliant talents, the leading men of the literary and professional and practical world? They are from the poorer classes, the self-made men of the day. The children of those who have been here to-day as electors, may reverse, entirely reverse, the present order of things. The wheel revolves; those at the bottom may become the top, and those who are at the top may be inefficient and forgotten.

In one instance, an unruly boy incurred punishment which his mamma thought grevious to be borne, and she flew to a lawyer for redress. We have a good many lawyers in town. No doubt they are very good, but they are fallible men, and may be deceived. The school mistress was notified of the complaint against her, and her attention was immediately requested to it. She immediately attended to it so far as to satisfy herself that she had done her duty, and convinced that a teacher must maintain the rights in her government, or yield it up, she notified the lawyer that she had received his letter, and should abide the result. The result, of course, was her triumph and the triumph of good government.

Another instance of difficulty in school occurred in that of —— ——. He corrected a boy and left some marks on his body. His parents and friends felt aggrieved and commenced a prosecution. The justice decided against the instructor and imposed upon him a penalty, which from a love of quiet he paid. It affected unfavorably his feelings and influence in the school, and he soon resigned his charge. He was an able, faithful teacher, had done good here in our schools, and left them to regret his departure.

The discipline of the school and a strict government must be preserved. The correction of the rod has become old fashioned, but it must still be continued. There must be a rod somewhere, or there will soon be more fools and worse knaves in the world than at present. Children are wayward and must be governed. The mother is the first governor of the child, and if she performs her duty faithfully, he is properly disciplined when he enters the school, and will have no need of the rod and ferule. But there are too many mothers who have no government at home, and leave their children

to come up by themselves. They come up very crookedly, and their temper must be subdued or they are ruined for this world and never become fitted for a better. The school is their second home. If there taught to submit and obey, they may become worth bringing up, and be of service to themselves and the community. The jealousy of the master, or the partiality of a parent, are extremely apt to interfere with the government of the school, to its essential injury. It is, therefore, peculiarly important that your instructors be men of good temper and established reputation—men on whose characters suspicion would not be likely to fix, and whose daily life would soon wear them away. The correction that leaves no marks on the body, has made but little impression on the mind, and where the one is not hurt the other is hardened.

On review of the past year, we are satisfied that there is an improvement in our schools encouraging to the friends of education and promising of much good to the community. A portion of this improvement in the condition of our schools we attribute to the influence upon them of the Teachers' Institute. In aid of this, this town contributed. It was holden in the town. It had a beneficial influence upon a multitude of our schools. It will, by its direct and indirect influence, reach every school and child in the community. It has done well; it will do well. Let it be encouraged. Let us feel the interest we have in the cause of education, and in all our relations of life let us remember that the interests of the rising generation are the interests of the world.—*John Kelly, J. G. Hoyt, Nath'l Shute, Superintending School Committee.*

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Hampstead.—It would be a wise and important addition to our common school laws if power were lodged somewhere by which parents could be disciplined, as well as their children.—*J. M. C. Bartley, J. C. Eastman, A. B. Marshall, Superintending School Committee.*

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Hampton Falls.—The committee beg leave to suggest the propriety of furnishing for each school house more suitable black-boards, and outline and other maps, as the present law allows five per cent. of the school money to be expended in repairs and apparatus.

The improvement of our common schools depends upon the combined efforts of teachers, parents and scholars.

1. Teachers must be properly fitted for their station, and then they must be faithful when in it, in order to elevate the character of the schools in which they give instruction. Perhaps the want more felt than any other in our common schools, so far as teachers are concerned, arises from unfaithfulness. There is hardly any teacher so poorly qualified as not to be useful in his school, if he will arouse himself to his task and exert himself in an honest and conscientious manner for the benefit of his scholars. On the other hand, the best furnished teacher will do little good, unless to his furniture of mental stores, he adds diligence and faithfulness.

2. But the improvement demanded in our schools does not exclusively devolve upon teachers. Parents and friends of education must be actors in this work. Parents must inspire their children with a love of study, and hence with a love of school. The importance of education must be known and felt at home, or children will accomplish little at school. As the standard of opinion is with parents, so it will be with children. Parents must encourage study at home if they would call out the talents of their children, and form the habits that make application pleasant and advancement certain.

Would parents commence with their children on the principle of requiring something at their hands at home, and of knowing where and how they spend their evenings, the morals of youth and their general education would be greatly improved. One serious obstacle to be overcome in common schools would thus be obviated. Scholars that board at home and attend district schools, when allowed to roam at random evenings, often lose all interest in their studies between schools, and are in reality no farther advanced in learning at the close of a term than they were at the commencement. How many parents fail to form suitable habits in their children! But children are creatures of habit, and what they do habitually, they do of course, whether it be to apply themselves to books, or to neglect them; to be quiet at home at night, or roving abroad. Parents can do much to improve the order of our schools.

Let children be governed at home, and they will of course be orderly at school. This is a principle of so general application that the teacher readily discovers his scholars' home training, by their conduct in school. The committee would be glad, also, to see the good old practice revived, of parents visiting the school, at least, at the close of the term.

3. When teachers and parents have done their duty, the third party must come cheerfully to their task, if our schools are to be improved. The character of the schools depends upon the character of the scholars. From the oldest to the youngest, pupils in a school should feel that their conduct will give character to the school of which they are members. If they make suitable effort, they will be rewarded with corresponding success. If a person in these times shall become distinguished for learning, effort must be commenced in early life, and it must be pursued with an energy of purpose which arises from high aims. Children must fix their standard high, if they would arrive at a high point in their career.

4. Finally, the committee beg leave to suggest that a good school has its symbol in a well regulated family, in which age, abilities, stage of advancement in knowledge, are respectively and duly considered; and advice, instruction and admonition are administered accordingly. Kindness, energy and decision, mingled with good common sense and literary and moral qualifications are the elements of character requisite in our model school master.—*Zebulon Jones, Charles H. Sanborn, Jacob T. Brown, Superintending School Committee.*

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Kingston.—Your committee are well aware that they can give you but a slight knowledge of the condition of your schools. You spend money in the building of roads and bridges, and like shrewd and sensible men, you keep a sharp look out that your funds are well appropriated; but you pay about $500 a year for one of the most important objects in the world, with far less prudence. About 250 children have attended the various schools in town the past year; and hardly, perhaps we might safely say, not one of their parents have crossed the threshold of the school house to examine the character of the schools.

The branches taught in the schools are, reading and writing, arithmetic, geography, history and grammar; in some few cases, other branches have been attended to. But your committee believing that the former were sufficient to engross the attention of the teacher, have used their influence to have those only sustained.

Years ago, any man who had a little knowledge of arithmetic, read so as to be understood, write a decent hand, who, in fact, had what men call a common education, was consid-

ered competent to assume the charge of a district school; but schools are improving, and the qualifications of teachers need to be more extensive. No office should be regarded with greater respect than that of a teacher of youth; as there is nothing on earth more precious than the mind and character of a child, there is no office higher than that of a teacher. The first minds in community should be engaged in it: parents may practice economy in every thing else, but let them not starve the intellect or impoverish the hearts of their children. Would you prevent crime, increase the wealth of your town, enhance the rewards of labor, educate the rising generation; and in no other way can it be done so successfully as by the means of common schools. Elevate then the common schools, make your school houses convenient and comfortable, employ teachers of a high literary and moral character, men who love their work, respect and defend their good name, send your children to school every day and in season, furnish them with all needful books, call upon them often to notice their recitations and deportment; do these things, and these are your duties, and you lay the foundation of an intelligent, virtuous and enterprising community.—*Wm. C. Patten, Calvin Thayer, Superintending School Committee.*

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Londonderry.—The winter school in this district was kept by Mr. ——— ———. It was his first attempt at school teaching, and he was rather unfortunate in entering upon his new employment in a school which demands so much effort to govern well. His task was doubly difficult because there was a sad failure in respect to the government of the preceding winter and summer schools. Mr. ———'s school appeared prosperous during the first few weeks of its existence and gave fair promise of being pleasant to himself and beneficial to his scholars. Had the mild weather of the early part of the winter continued, this promise would no doubt have been in a good degree realized. But the house is so old and crazy, that the severity of the cold rendered it utterly unfit to be occupied with a school, for it was impossible to keep it comfortably warm. And it is next to impossible for a teacher to maintain good order, or for the scholars to improve in their studies, when they are either suffering of the cold or else crowding around a small stove. The appearance of the school room on the last day of the term beggars all description. It may be said that the misconduct of some of the

scholars rendered the condition of the house worse than it need have been, had they not *abused* it. But if such a house *could* be abused, the scholars might plead in extenuation of their conduct, that they have been abused year after year in being sent to school there, till their sufferings had become intolerable and they saw no other way of obtaining redress of their grievances. Let the district build a good house, put efficient teachers into it, and we will warrant them a good school. But it is hoping against hope to expect such a school till these things are done.

No public school was taught in district No. 9, during the winter, and no teacher was either examined or approved for it by your committee. A private school we understand was kept, and also that the *public money* in direct violation of the law of the State, has been used to pay its teacher.

There is a point of considerable importance on which your committee would be glad to receive some instruction, that they may give the same to the teachers. Shall the scholars be considered amenable to their teachers for their conduct during the intermission at noon? and also while coming to school and returning home from it? Shall the teacher and the scholars understand that they have then no connection with each other? May the scholars at such times fight and swear and abuse each other and the teacher take no notice of such conduct, but excuse himself with the plea that "it was not done in school, and therefore the correction of the evil does not fall within my province." Shall not the neglect of the teacher to punish for such misconduct in any of his scholars at these times, be justly regarded as a dereliction from duty?

As most of our school houses are now located on quite public roads, parents would do well to inquire as to the manners of their children in the treatment of travelers as they pass by. We have reason to fear that they are sometimes grossly insulted by rude and saucy boys.

Your committee will remark on but one subject more, namely, the condition of our school houses.

District No. 5, has a good house, the best in town; and as one of the consequences of it, that school is, and has been for years, the best in town. There is not another really well constructed and arranged house in the town. Several of the remaining ones, we will not call names, are so old and open, that we doubt whether there is a humane and judicious farmer in town who would not pronounce them to be too cold

and uncomfortable places for his hogs a stye or his cattle a stable. We express it as our deliberate opinion, that if these houses are destined to remain in such a condition another year, it would be a great blessing to each of these districts in which they are located, to have them swept away by a tornado or consumed by the flames. The course which has been pursued by the districts in respect to these houses is "a penny wise and a pound foolish one." On this very account, we sincerely believe that for years past, the children have not derived one half the benefit from the winter schools which they otherwise would have and ought to have done. Many have been kept at home, not because it was so cold getting to school, but because it was so cold after they had got there. For active, healthful boys and girls, if warmly dressed, don't mind the cold in going to and from school. But those who do attend school cannot, while their hands and feet are suffering of the cold, apply their minds to their studies, and thus make the improvement which they otherwise would do. Nor can a school in such a house be kept in that quiet, orderly state which is desirable, if not necessary, for fixed mental application. There will be a continual asking to leave and leaving of seats to gather around the fire and endeavor to secure the best places there, all accompanied by more or less of crowding and noise and confusion. From such a state of things, disorder and misrule very readily spring up, and from the operation of this cause many a school has been rendered worthless or worse than worthless, when but for this, the teacher would have made the school pleasant to himself and profitable to his pupils. Twice the amount of fuel which would be required to keep a good house warm is consumed in such a place to very little purpose. The scholars also are generally lawless in their treatment of such a house. Have we colored too highly the evil influences of a bad school house? Have we not rather underrated instead of overrating them? Might they not all be illustrated by a simple presentation of naked facts drawn from actual cases? Now can any of our districts afford to lose so much time of their children and teachers, and so much money as is expended to pay for fuel, clothing, books and tuition for these scholars? Can parents afford to have their sons and daughters placed under such influences, where, from necessity almost, they will break over wholesome rules and restraints, and where they will be strongly tempted to commit lawless depredations on public property? Whether we will derive

the greatest benefit from the time and money spent on our schools, or will prepare our children by loving and obeying good order and laws in school to become useful and respectable members of society, it seems to us that in every point of view this is a ruinous political, literary, social, and moral economy.—*T. G. Brainerd, for the Committee.*

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New Castle.—It will be recollected that at the annual meeting in 1847, your committee recommended increased facilities for the instruction of all the children, and an improvement in the arrangements of room occupied by the primary department; the latter was immediately accomplished. At the last annual meeting they reiterated the recommendation for increased facilities for the instruction, and additional accommodations for the schools; with promptness a spacious and commodious edifice was erected for the purpose.—*Lucius Alden, John M. Chalmers, Wm. Foss, Superintending School Committee.*

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Northwood.—We should have teachers who show by their manner that their whole souls are in the work; teachers wide awake. What so disagreeable as to see a teacher seemingly half asleep, heedless, absent-minded, giving instructions in a low, lifeless tone? And how painful to see the scholars catching the lifeless manner of the teacher, and becoming dull and inattentive. Your committee believe that manner is much, very much, in teaching; we want teachers full of that energy that gives an electric impulse to their instructions, affecting even the dullest. Such teachers will want good pay and should have it. It is evident that the policy of hireing cheap teachers rather than good ones, is by far too prevalent.

Your committee would call your attention to one more important subject; that is the choice of Prudential Committees by the districts. Their office is one of the most responsible in town; to them is delegated the power of selecting teachers who are to take charge of the youth, to instruct them, not only in various branches of the English language, but also to attend to their moral culture. What therefore should be the character of our district agents? They should be those of the soundest judgment, the least capable of sectional feeling and prejudice; they should look well to the selection of school teachers, for the welfare of the school depends upon a judicious choice. It should be considered that the certificate

of Superintending Committee covers the ground simply of literary attainments and ability to teach; upon the Prudential Committee devolves the duty of ascertaining if he has other qualifications not less essential: a knowledge of human nature, a capacity to govern, an aptness to teach, a judgment sufficiently matured, a diligent attention to and love of his business, and a good moral character.—*G. W. Ashby, J. K. Hoitt, Superintending School Committee.*

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NOTTINGHAM.—The female instructors who have had charge of some of our winter schools, have conducted them very acceptably to the districts where they taught, and have also received our undivided and unqualified approbation, both with respect to school discipline and methods of instruction. All the teachers, we think, have been as good as are generally found, although not all alike fortunate in the government and instruction of schools.

Many of our school houses are not quite what they should be, some of them totally unfit for any other purpose but to punish the pupils and their teacher, and we consider it too bad to punish such, especially children, by confinement in a place where no improvement ought to be expected.

We have visited all the schools save one the present season, in most instances our whole board, and in some cases only a part; particularly the summer schools, the labor was divided. In all instances we carefully examined the management of the schools, and noted their standing and relative improvement, commending where we judged it proper, and censuring where it deserved to be done. We also gave such advice to the teachers as we deemed proper, and gave the best advice in our power to the pupils. At the close of each visit we uniformly addressed the pupils and endeavored to make them understand the importance of the privilege they enjoyed: its profit to them if they improved the opportunity afforded them, to qualify themselves for usefulness in after life, and a respectable standing in society. And that so desirable an event may be realized by them, they were most earnestly exhorted to diligence in their studies, and good behavior both at home and at school, and every where else; which course would eventually result in their best good. And should they pursue an opposite course, and indulge in idleness, disobedience, and general bad behavior, degradation, want of character and destitution of usefulness, would mark their character with the stamp of infamy,—and that the

world if just in no other thing, is true in giving a good character to such as deserve it and the reverse where it is due.—*Israel Bartlett, Samuel Scales, Charles A. Kingsbury, Superintending School Committee.*

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PORTSMOUTH.—*High School.*—In presenting our report to your board, we are happy to refer to the prompt and efficient co-operation which we have experienced at your hands in all matters connected with the High Schools, which properly fall under your cognizance, and we cannot but feel that the advancement of the schools has been facilitated by the harmony of purpose and of action which has prevailed between the reporting committee and the board to which their report is submitted.

As the number of scholars in the various districts has increased with the increasing population of the town, it was found necessary to enlarge the accommodation of both the school houses. This was done by crowding some twenty new seats into the room occupied by the boys' school, and by extending the area of the room occupied by the girls, so as to include those portions of the court house, before used as a wood shed and a bridewell. By this alteration about fifty new seats were provided, so that all qualified applicants were admitted last September, and twenty or twenty-five seats still remain unoccupied. The room, though not so constructed, in all respects, as the committee could desire, is nevertheless sufficiently commodious for the present wants of the town.

Upon increasing the number of scholars in the school under the charge of Mr. Kimball, till the whole number amounted to seventy-nine, the committee felt the imperative necessity of adding an assistant teacher, and have had no reason to regret, but every reason to congratulate themselves that the choice fell upon Miss M. E. Damrell, the present incumbent. It was with some misgivings that the committee appointed a female to this new and unusual post of duty, but the necessity of circumstances urged them to the experiment, and the result has been so entirely satisfactory, that one member of this committee has recommended that the same course should be adopted in the Grammar school of his district. We feel it due to the boys to state that their deportment towards the assistant teacher has been such as to deserve almost unqualified praise, and though the committee have rebuked with great severity any casual deviation from

strict propriety in this respect, yet they are most happy to state, that out of a class of seventy-nine, not more than two or three boys have ever showed the slightest disrespect, and that even these instances would have passed almost unnoticed had they occurred in reference to Mr. Kimball instead of Miss Damrell.

The committee therefore, are of opinion that this experiment has been entirely successful, and would recommend the continuance of a female assistant, and the re-appointment of the present efficient and very excellent teacher.

It is with regret that we find ourselves unable to award to the oldest class in this school, praise equal to that which the younger classes have merited. There has been a greater spirit of insubordination and misconduct in this advanced class than has been known in the school for a long time, so that the committee have held the teacher as perfectly justified in resorting to such severity as has compelled obedience and maintained order, and they are of opinion that the excellence of this school has been seriously impeded by the frequent attendance of the scholars at theatrical exhibitions, it appearing that more than fifteen boys have been attendants at these shows with a frequency varying from one to forty times, so that the lassitude both of body and mind, produced by the late hours and the excitement of such exhibitions, has rendered these scholars any thing but an honor to the High School. Mr. Kimball's reputation as a teacher is too well established to need any praise on our part, but we should be more unjust to ourselves than to him, did we deny ourselves the pleasure of expressing our entire approbation of his procedure, and our high opinion of his qualifications, both as a teacher and disciplinarian of the High School. We would also express our gratification that all the suggestions of the committee have met with so prompt a compliance, and that nothing has occurred to produce even a momentary variance of purpose or of feeling.

The High School for girls, under the charge of Mr. Nichols, Miss Akerman, and Miss Shepherd, has, through the assiduity and fidelity of these efficient teachers, maintained the excellent rank which it has so long held. Miss Shepherd was appointed second assistant when the school was enlarged and the number of scholars increased, and it is a circumstance highly creditable to the school, that so capable a teacher was immediately found in the ranks of those who but recently were members of this school. The classes under the care

of Miss Akerman have, as usual, made constant improvements in their studies, and we doubt whether Geometry and French are pursued with more thoroughness and success in any school or institution in New England, than by the girls under her care. We can but repeat in how high esteem their faithful teacher is held by the committee, and express the wish that her very inadequate compensation might be brought into nearer proximity with her deserts. The committee have been pleased to note the order and most ladylike deportment of the members of this school, and deem the school itself worthy of all commendation and deserving the best wishes and the liberal support of the town, as being one of its most valuable and important institutions, and they have been more and more struck with the facility with which the head teacher is able to systematise his classes and marshal them with such admirable precision.

Did Mr. Nichols need any praise from us it would be most cheerfully awarded him, but his best praise is in the hearts and minds of the many individuals who, beneath his influence and instruction, have received so high a culture; and if any one doubts the excellency of his school, we have only to say that the doors of the school room are at all times open to the parents and friends of the pupils, and that they are urgently solicited to visit the school and behold the work as it grows beneath the hand of this skilful artist.—*George W. Haven, C. S. Toppan, Samuel Cushman, Committee.*

*District No.* 1.—Messrs. Chesley and Payson have continued their care of the boys' schools, and the Misses Mason and Hanscom those of the girls.

Mr. S. Hoit and Miss S. S. Dennett have had the management of the school at Gravelly Ridge. The Infant Schools have been conducted by Mrs. Mullen and Miss Ham.

It is very gratifying to the committee to state that, on the part of the teachers there has been no diminution of labor or of industry in the management of the several schools for the past year, but on the contrary much tact and talent has been displayed in the mode and manner of urging the scholars forward in their various studies.

Many inducements have been offered the children to excite in them a more lively interest in their pursuits, the success of which has been manifested in the accomplishment of more daily work.

The order and decorum in all of the schools has been far

superior and more satisfactory to us than for some years past; no difficulty has been experienced in the government of the schools. It requires great skill and good judgment on the part of the teachers to adapt themselves to the multifarious dispositions and habits of the children in order to produce any practical result, or to induce them to realize the value of their studies, and understand what is expected and required of them. On this point, we think our teachers have shown much discrimination in their various duties and great fidelity to their trusts.

In the report of last year, we took occasion to make some remarks on the want of punctuality at school. On examining the registers of the schools, and by personal observation, we find in this respect, but very little, if any improvement, and that about the same per centage of the absence of scholars continues. Inattention to punctuality required in the government of schools is an evil that should be corrected, and the correction must be made by the parents of the children. The committee or the teachers have no power to compel a punctual or continuous attendance of any child at school, and the only resource is to appeal to those having the domestic care of the children to cure this negligence. It must be apparent to every reflecting mind, that no child will ever be well educated that only attends school partially, but on the other hand, must suffer to a degree beyond estimation, while others, by punctual attendance, may reap all the advantages to be derived from a good education.—*C. S. Toppan, Oliver Hanscom, Augustus Jenkins, Samuel Cleaves, James Thompson, G. W. Walker, Committee.*

*District No.* 2.—The Infant School under the charge of Miss Anna Townsend, has received from her the same parental interest and watchfulness which has so long made it the scene of equal improvement and happiness. By a regulation adopted early in the season, by which all the children under four years of age were excluded from the infant schools, Mrs. Townsend has been able to impart more valuable knowledge than ever before to her pupils, and to attain to a degree of order, regularity and precision in the daily routine of the school, which would not be thought possible by those who have not visited it. They think the only person who suffers injustice in this school, is the excellent and faithful teacher, who receives so inadequate a compensation for her valuable and laborious services.

The Infant School under the care of Miss M. M. Ham, after being removed from the miserable shanty in which some seventy children were cooped in such a manner that they could sit with no comfort and scarcely move at all, into the spacious and airy room of the brick school house, gave immediate signs of vigorous growth and progress, and the committee are most happy to state their entire satisfaction with the advancement of this school and with the character of the teacher.

The Primary School for girls has continued under the charge of Miss H. L. Hill, and the committee do not know they can award any greater praise than to say that this school has sustained the high reputation it has so long and so justly deserved. The children have been thoroughly taught in the various branches pursued, and the perfect order, decorum and propriety of deportment in the scholars, is the best comment which can be offered for the skill, assiduity and influence of this respected teacher.

The Grammar School for girls has continued under the care of Miss L. H. Young. The committee can do justice to this favorite teacher only when they shall have pursuaded parents and friends who have children under her care, to go into her school room and witness for themselves, the remarkable order, the beautiful decorum, and the systematic training under which their children are brought by some quiet, yet potent influence, which this teacher knows how to exert and which never fails to stimulate the indolent, to encourage the doubting, to call forth every effort of the mind, and to blend the kindest feelings of the heart with the best results of the intellect. The committee do not know how to characterise this school better than by saying that here, of a truth, all the children learn *by heart.*

The Grammar School for boys, under the charge of Mr. T. G. Senter, has been entirely full during the year. The committee are not aware that any thing they can say will add to the reputation of this long tried and efficient teacher. Though the elements of this school are more diverse than in any other school in the District, and though the best scholars are annually drawn forth into the High School, yet the classes, in the accuracy of their answers, and in the propriety of their behaviour, give ample proof of the invigorating power and happy facility possessed by this teacher in educing order from confusion and harmonizing incongruous dispositions. The committee regard Mr. Senter as occupying one of the

most difficult posts which could be assigned a teacher, and as maintaining the same with untiring watchfulness and fidelity.

In this connection, the committee would beg leave to call your attention to a very injurious, external influence under which the boys in this school as well as in other schools have suffered. They allude to the frequent attendance at theatrical exhibitions, it appearing that more than one third of Mr. Senter's school have been in the habit of spending their evenings at these shows, and that the attendance has ranged from one visit to fourteen. They deem it impossible for boys to apply themselves to study after being out till nearly midnight, and subjected to influences far from concurrent with those to which it is the object of the school room to subject them.

Before closing their report, the committee would beg leave to refer to the great number of absences from school, which have been brought under their notice by the teachers, in some instances amounting to more than eighty days in the course of the year. This is an evil which calls loudly for redress, and the committee hope that some means may be devised by their successors to remedy the same, it being a matter of surprise to them that the schools should appear so well as they do, with so great a drawback upon their regularity and system.—*Geo. W. Haven, John Stavers, Charles W. Brewster, William Simes, Ralph C. Cutter, John P. Lyman, Andrew Gardner, Committee.*

*District No.* 3.—There are seven schools in this District, all of which have been kept the whole year round, excepting the usual vacations, and in which more than four hundred children have received instruction, at an expense of about four dollars and seventy-five cents to each scholar.

This mode of education being so much more economical than that of private instruction, renders it very desirable that suitable provision should be made by the town for the education of all its children at the public expense. And when suitable accommodations shall be furnished for the reception of all the children into our public schools, it will enable the town to add to our present excellent corps of teachers, several who are now successfully engaged in giving private instruction. The teachers of the several schools in this District, have had charge of the same for several years past; teachers who intended to make, and who have made school-

keeping their profession, and teachers who have magnified their office, and made it honorable. To this truth the undersigned can bear the most unequivocal testimony.

This truth has been verified by the manifest desire on the part of the teachers to elevate their own characters, and thereby render themselves more competent to improve and elevate the characters of those under their instruction. And the undersigned take great pleasure in saying that the several teachers in this District have discharged their duty in the most faithful, successful and satisfactory manner.

This is clearly evinced from the excellent appearance of the several schools under their charge. At no period within our recollection, have the scholars appeared so well, and when they have within such a given period of time, made so much progress in their studies as during the past year.

Their personal neatness and general good deportment has been highly gratifying. And the readiness and correctness with which they have recently passed through their several recitations, is worthy of the highest commendation. Truancy is much less frequent than formerly, but it is manifest from the number of idle boys which are daily seen in the public streets and upon the wharves, during school hours, that there are yet many parents who do not rightly appreciate the generous provisions which the town have made for the education of these children, nor the solemn obligations which rest upon them in regard to the welfare of those who have providentially been committed to their charge.

It is very desirable that some remedy should be provided for such an evil.

Before closing this report, the undersigned would again respectfully remind the town of the sufferings which are endured by the children of this District, for the want of a new and a more commodious school house. The old house is not only repulsive in appearance, and lacking in capacity to accommodate the children of the District, but is, in the winter season, extremely cold and uncomfortable. From the generous action of the town, heretofore, upon like subjects, we have no doubt but what the wants of the District, in this particular, will speedily be satisfied.—*Samuel Cushman, William H. Rollins, A. Q. Wendell, Edward J. Laighton, William P. Gookin, Reuben Rand, Asa L. Marden, Committee.*

Raymond.—One great trouble in our schools, and of which several teachers have complained the past year, is irregular attendance. Parents must see to this matter. In a school of twelve weeks, it is enough, indeed too much, for a scholar to be absent to the amount of one week. The most of our terms have been but from seven to ten weeks. In these there should not have been any absences. And yet multitudes in most of the different districts have been absent one-third, one-half, and some three-fourths of the time. In this state of things the classes are deranged, the whole school embarrassed, the teacher perplexed, and the youth deprived of obtaining knowledge.

The next thing we would name, is the fact that it is not generally best for teachers to be employed in the districts in which they reside, until they have had experience and have had their reputation for success established by teaching in other places. If they are employed to instruct those with whom they have attended school, these will not have all the confidence in them that is necessary, and in such cases, however correct they are in teaching, they almost always fail in government.

Again, we must caution parents and guardians against joining with their children in complaints against their teacher, and justifying them in disobedience and insubordination. If they think the teacher incompetent or injudicious, the law makes their duty plain. They can complain to the committee, and if circumstances demand it, they will dismiss the teacher. Observation has shown that when parents justify and encourage their children, they train them for mischief. In the end they prove a hundred fold more troublesome to their parents than they have caused them to be to their teachers. Those who sow the wind need not marvel if they reap the whirlwind.

We feel disposed to encourage singing in the schools, where it is practicable. In two of the summer schools—the Centre and the Green—it was introduced by the teachers, and the most part of the scholars were taught to join in the exercise. Singing is a delightful employment, and in school it helps give a pleasing and agreeable variety to the exercises, and increases the attachment of the scholars to their teachers.

Lastly, we observe that we think that it will be of advantage to the schools to have the winter terms commence somewhat earlier than is common. They generally are commenced about the first of December. November is the best

month for schools found in the cold season. The travelling is then usually good. Children then can be spared to attend. They can go with regularity and not be interrupted and exposed as in the cold and inclement months of January and February; and the schools would be less expensive in the supply of fuel.—*Joseph Fullerton, Sam'l B. Gove, Superintending School Committee.*

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Salem.—The school house in No. 4 is a miserable one. It is too small for the number of scholars. It is so crowded that some have fainted and been obliged to go out for fresh air. Two or three have been sick and obliged to stay at home on account of being so exposed. The house sits rather tiltish; one end is blocked up five or six feet from the ground, and one corner is tumbled in and leaves a horrid looking gap. The floor is as bad as the outside, there are holes in it about large enough to get your foot in. It sits between two noble dwelling houses, and in comparison it looks like an old cow-house.—*Charles W. Woodbury, for the Committee.*

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Sandown.—Your committee have for some time been of opinion that more uniformity of books in our schools would be a great benefit, and have therefore taken measures to introduce some new and recommend the disuse of some old books. This effort of your committee has been seconded by many parents and friends of the scholars in the schools, whilst our duty compels us to say that others have opposed; and in one district in particular, the teacher informed us that several parents came to him and requested him to disregard the instructions of the committee with respect to books; and that teacher, as might be expected, reported his school, "deportment bad."

Your committee, on the whole, are of opinion that our schools are still improving, but they are far from what they soon will be, if the co-operation of all interested can be secured for the promotion of their interests.—*Baker Webster, William French, jr., James Eaton, Superintending School Committee.*

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South Hampton.—It cannot fail to be impressed upon the minds of all, that the office of school committee, if filled by persons firmly resolved upon faithfully and diligently dis-

charging its various requirements, is no mere honorary office, but in its influence upon the morals and intelligence of society, by securing well qualified instructors for our public schools, (which are the boast of New England,) is not far inferior in importance and in its influence for good or evil, to any other in the gift of the town. Not the least important duty incumbent upon the committee, is the critical and thorough examination of every person proposing to teach school in the town, and the withholding a certificate, regardless of consequences, if the examination does not prove satisfactory. This part of their duty, from the nature of the case, as well as from the multitude of facts bearing on this point, it is perfectly evident, is usually performed with less fidelity than any other of the duties, and not unfrequently in such a manner as to make the business of examination a perfect farce. Poor teachers is the most common complaint of school committees, and it is an evil that loudly calls for redress, for a poor teacher puts a school back in about the same proportion as a good teacher puts it forward. The ancient Philos, who required double the fee for teaching those who had previously been under the tuition of bad instructors that he did for those who had not been taught at all, was not far out of the way. On the same principle that a seamstress would find it a greater piece of labor to take apart and remake a garment badly put together at first, than she would to have completed it at the commencement. Teachers are not unfrequently hired by committees because they are supposed to be cheap, but like most cheap things, are usually found to be enormously dear. Such economy, like marrying a little wife, irrespective of her other qualities, in order to be at less expense in clothing her—employing a fifth-rate lawyer to defend at the bar your earthly all—a quack to minister to you in your hour of extreme need—but don't intrust to a bungler the culture of the immortal mind. Again, not an uncommon error is the idea that a poor teacher will do for a school somewhat backward. Now if a good teacher is needed any where, it is in such a place, and none but an accomplished teacher will be likely to awaken that ardent interest in their studies so indispensable to success. Besides, the law (most wisely in our opinion,) makes no distinction in the qualifications required for different schools, but adopts one uniform standard for all.

A school was kept in District No. —, during the summer, by —— ——, who applied to us to obtain a certificate, but

we, not believing her qualified, could not consistently with our oaths of office give her one. Such proceedings, besides being an indignity to the office of Superintending Committee, is in open violation of law, made by good and wise men for the protection of children from the evil effects of engaging poor teachers by parsimonious men, who think that gold and silver are the only things of value.—*C. O. Morse, Alfred Jewell, Jos. Merrill, Superintending School Committee.*

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Stratham.—Our schools are, we think, gradually improving. The government of the schools during the last year has been better than usual. Our school houses are being improved, and more interest is evidently felt in each district to secure a good teacher. In one district, (No. 2,) the parents visited during the winter term, (two each week,) coming in on the same afternoon, which added very much to the general interest of the scholars. The chairman of the Superintending Committee has visited each school three times, once at the commencement, to start the school right, once in the middle of the term to correct any faults in the teachers or scholars, and at the close, to mark the improvement which may have been made. In District No. 4 a female teacher has been employed summer and winter, with manifest profit to the school.

Many in our community are fearful of any improvement which shall cost them any thing. They are very fearful of any changes in the school books. Our school houses are kept in repair by the town, costing the districts, as such, nothing. The Teachers' Institute in our vicinity last fall was the means of exciting interest in the community generally.—*Wm. J. Newman, James Foss, J. M. Wedgwood, Superintending School Committee.*

## STRAFFORD COUNTY.

Barrington.—The system of free schools, it has truly been said, is the best institution the world ever produced. It is an essential object to our free and glorious republic, and our free schools should become beacon lights to lead us to virtue and happiness.

Our Winter schools have made manifest improvement,

considering the condition which our school houses are in. Most of them are inconvenient, and a negligence prevails with regard to their convenience. Many think if their children can go to the school house and return safe, it is all well. We can but hope that they will soon be convinced of their error and arouse themselves to action.—*Hezekiah Thompson, Thomas W. Hale, Samuel A. Lock, Superintending School Committee.*

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Dover.—In District No. 1, the three schools have been under the charge of Mr. A. B. Sanders and Miss Sarah B. Piper, who have occupied the school house on Pleasant St., and Miss Juliette W. Perkins, who has occupied a room in the old court house. Mr. Sanders has been for several years a teacher, and for three years last past has taught in this town. The reputation as a faithful and energetic teacher which he has acquired in previous years, he has most completely sustained during the past year. Those who attend this school, have during the whole year manifested a strong interest in their studies, and the progress made has been highly creditable both to them and their teacher.

The school taught by Miss Piper shows the effect of good teaching upon good scholars, and their improvement has been marked. The whole number of different scholars in her school during the year has been 206.

Miss Perkins during the year has had in her school 120 different scholars. The same good order, effective discipline, and regularly progressing improvement which has characterized the school heretofore, has continued during the past year.

Your committee consider it fortunate that the inhabitants of this district have had during this year persons in charge of the several schools who are so well qualified for the office of teachers, and have so well filled it.

In District No. 2, there are fourteen schools. Two of these are under male teachers, the one in 4th street being instructed by Mr. Nutter, and that usually called the Landing School, by Mr. E. S. Sherman, assisted in the Summer and Fall by Miss Sarah A. Nason. Both these gentlemen are teachers of experience, and during the year have faithfully performed their duty. The appearance of the schools when visited by your committee has shown an interest on the part of both pupil and teacher in their respective labors,

and the improvement of the pupils has been entirely satisfactory.

Miss Sarah A. Nason had charge of the females in the Landing School during the Summer and Fall. By her uniform kindness and attention to her pupils, she was well fitted for her situation, and will always deserve their grateful remembrance, and receive the respect and confidence of those under whose superintendence she has labored.

There are in this district five primary schools, which have been under the direction of Miss Getchell, Miss Demeritt, Miss Watson, Miss Berry, and Miss Varney. The situation of these teachers is most trying and perplexing. They have in their schools pupils of all ages and all sizes. Many of them are too young to be sent from home, and many of them when at home are under no restraint or government, and it is with great difficulty they are brought to submit to the regular routine of daily duty.

The daily attendance varies from about 30 to 50 in these several schools. In some of them the attendance of the scholars has been quite regular, in others not so regular as is desirable.

In the Winter, Mr. Cornelius Austin, of Pownal, Me., having been engaged as the teacher, presented himself for examination, and received a certificate in common form. It was rather unfortunate for the district that such a selection for teacher was made ; for Mr. Austin, though a good scholar, and a *poet* withal, was not suited to the office, and after struggling nine weeks to carry on the school, failed entirely, and found it necessary to give it up. There was no government or control over the pupils, and their time and their teacher's was worse than wasted.

Mr. Austin gained neither the confidence nor respect of his pupils, and when a spirit of insubordination and resistance to his authority manifested itself, he possessed neither the physical force nor energy and decision of character to produce submission, and the school broke out in open rebellion. This may have been owing, in some degree, to the pupils. Had they shown themselves docile, willing to submit to the proper requirements of the teacher, there would not have been the turmoil and confusion which did prevail. The conduct of some of them reflects credit neither upon themselves nor their parents. Few children who are under proper restraint at home, are fractious and restive in the school room. Wherever they may be, the effects of their

home-training are apparent, and they will treat with due respect those to whom they stand in relation of pupil to teacher.

Your committee would call the attention of the inhabitants of District No. 5 to the sad and dilapitated condition of the school house. When visited the first time the last year, a large part of the plastering had fallen from above, and more was loose, threatening every moment to fall upon the heads of those below, thereby endangering the comfort of the children, if not exposing them to bodily injury. The chairman of your committee then told the children the room was not safe for them, and that they must inform their parents of it. The walls all around the room are patched and dirty, the seats old and uncomfortable, and the floor in some places worn completely through, and in all parts so much worn that the polished knots which time has left standing while the rest has disappeared, present an uneven and slippery surface to walk upon, uncomfortable, and requiring some skill to pass over in safety.

The school house in this district is one of the poorest sort, fit neither for teacher nor scholar. Indeed, your committee feel it their duty to call the attention of the inhabitants of the town to all their school houses. None of them are what they ought to be. They have been built with little regard to the comfort and health of those who for six hours each day are confined within their walls. Mere cheapness is not always economy. The school house on Pleasant Street is more attractive in its appearance, and more comfortable in its arrangement, than any other. But during the whole Winter the walls have continued wet, and the water, a greater part of the day, has trickled down from them, producing a damp, close atmosphere, endangering the health of all. It was mere parsimony, and not economy, which dispensed with the necessity of lathing, and permitted the plastering to be put directly upon the bricks constituting the outer wall of the building. Such things ought not to be, and your committee cannot but hope that in the new school house which they understand the inhabitants of District No. 1 contemplate erecting during the coming season, they will consult the comfort and convenience of both the teacher and the pupils in its internal arrangement, and endeavor to erect a building which shall be handsome in its exterior, and display some taste—a regard for architectural beauty. The

day has gone by when attention to these things can be dispensed with.

Your committee would call particular attention to the great irregularity of attendance of the pupils in many of the schools. The evils arising from allowing the children to absent themselves so much, must be apparent. The pupil loses the interest in his studies and is left behind his class. The difference in the progress and improvement made by those pupils who attend regularly and those who have been irregular, is noticed by the teachers in their several reports, and is very perceptible to your committee wherever they have visited the schools. You owe it as a duty to the teachers, the pupil and yourselves, that your children are sent regularly and punctually to school. The practice of allowing them to remain at home and attend school occasionally, is an indulgence for which in a few years the children themselves will not thank you. It encourages in them a habit of irregularity and want of punctuality, which hereafter will operate greatly to their disadvantage. They cannot learn thoroughly and exactly the studies they are pursuing, and often the teacher is blamed for the want of progress and improvement in the pupil, when it might all be traced to his irregularity of attendance, and inattention to study, sanctioned and allowed by your own too often ill-judged indulgence.—*Charles E. Soule, for the Committee.*

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Durham.—On a review of the condition of the schools in town we think they have been better during the past year than for some years before. No one of them has proved an entire failure; and several of them have done as much good as it can be expected that schools will accomplish in so short time. Three schools were kept less than 13 weeks each in the year. Only one has been kept so much as 20 weeks—the school in District No. 1. In a number of instances the schools stopped when it seemed to us exceedingly important that they should be continued, because they were doing so well, and the time had been so very short.

In order that the schools may be longer and more useful, we do earnestly hope that the town will raise more money for them than the law requires. This is the more important now, if we are rightly informed, because by changes in the comparative valuation a somewhat less amount is to be raised here by law than has been heretofore.

If there is any institution that should be supported libe-

rally, and for which men should not grudge to pay well, it is that of public schools. In one of the cities of Massachusetts an amount was raised for this object last year of more than $2 for every inhabitant — man, woman and child. Surely, we should not think it too much to raise half a dollar for each person—and only about so much will be raised if we add $300 to the amount required by law.

It is said that in a certain place, a stranger passing through asked of a citizen whom he met, "What do you raise here?" The reply was, "Why, our soil is rather poor, and we cannot raise much produce by agriculture, and we have no advantages for manufacturing; so we have concluded to build school houses and meeting houses, and raise men." It has been, and it must be the business of New England, whatever else is done, to raise men. Whatever else is done in Durham, this is a very important part of our business.

We fear the importance of thorough and efficient discipline, sufficient to maintain perfect order in school, is not duly appreciated by all parents. Great mischief is done when a child is disobedient or disrespectful towards a teacher, or in any way disorderly, if he is countenanced and encouraged by his parents. It injures the school, it injures the child, and it injures the family to which the child belongs. Such a child is trained up in the very way to be disrespectful towards his parents, to be disorderly and troublesome in the community—the way in which he will be most likely to bring down the gray hairs of his father or his mother with sorrow to the grave. Our children should be trained in our schools to be good citizens; to be orderly, well behaved, and useful members of the community. And for this, steady, kindly, efficient discipline is essential.—*Alvan Tobey, for the Committee.*

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Farmington.—The committee are pleased to say that all the schools have made commendable progress in the several studies they have pursued the past year. This is saying the least that ought to be said. We might as well say they have made great progress, in many cases at least. It is true that some have done better than others; but all have done well. There has not been a mean school in town. This cannot often be said, but in the present case it may be said truly. The money raised for schools the past year has been expended to good account. The order in them has been

generally good. To a good extent there has been punctuality in attending them, and when at school the scholars have manifested docility and interest in their studies.

Though we can say so much, yet still the schools in this town might be improved. There might and ought to be increased punctuality in attending them. As a means to improvement, too, the school houses in town should claim attention. In many cases they might be fitted up to great advantage, or built over new. It is hardly severe to say that some of them are a disgrace to the town. We hope the people will redress this evil. There is a connection between a neat, warm school house and the intellectual, social progress of the children trained in it that ought not to be overlooked.—*Benj. G. Willey, Geo. W. Whitehouse, C. C. Hayes, Superintending School Committee.*

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Lee.—School rooms should be so constructed that with them may be associated ideas of comfort and pleasure. They should be well finished as well as ventilated. Seats should be adapted to the sizes of the scholars, and so constructed that the scholars may sit erect, and acquire or preserve erect forms. During the culture of mental vigor, the physical should not be forgotten or neglected. Treatises on physiology, as applied to the preservation of health, and written in a popular and practical style, ought to be introduced as a class book into our common schools. If a portion of the time now devoted to arithmetic and grammar in many of our schools were spent in the "proper study of mankind," we are confident that a more important service would be rendered to the pupil.—*Joseph Thompson, Joseph Cartland, Thomas M. Thompson, Superintending School Committee.*

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Madbury.—We would respectfully say a word to Prudential Committees in relation to their duties. Their office is of great responsibility. To them is assigned the duty of selecting the teachers to have the care of instructing the youth in intellectual and moral education. They should be careful that they employ none but those of pure character, amiable and kind in their dispositions, energetic, firm and decided, not harsh or severe. Prudential Committees have better means of learning the character of teachers than Superintending Committees have; they can learn but little about them at the time of their examination except their book learning. Agents should see that teachers obtain

their certificates before they commence their school, and require all teachers to produce reports of their schools before they receive their pay. We would impress upon the minds of agents and parents the importance of manifesting their interest in the cause of education by frequently visiting the schools in their districts. "Union is strength." To raise the standard of our schools to that eminence where it should be, needs the co-operation of the Superintending Committee, the Prudential Committees, parents and teachers—all should move along harmoniously.—*Stephen Jenkins, Ezra E. Demeritt, Charles H. Kingman, Superintending School Committee.*

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New Durham.—Your committee would call your attention to an important subject; that is, the choice of Prudential Committees by districts. It is very desirable and highly important that they should be persons who take a deep interest in the schools, and are willing to make some sacrifice to procure competent teachers. We would suggest another thing on the part of Prudential Committees; that is, they withhold the pay from teachers until they have made the reports required by law; then the necessary returns could be had at the proper time.—*Mark H. Stevens, John Tash, W. W. Horne, Superintending School Committee.*

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Rochester.—The wise legislators of this State, as well as those in most sister States, in which public schools are established by law, have provided that in each town some general supervision of the public instruction shall be committed to persons appointed for the purpose. Whether herein they have done wisely and well, every one, in this land of free speech, will, of course, say for himself; at least it is no part of the duty of your present incumbents either to justify or impugn the measure. If there are those who question its expediency, regard it as useless or burdensome, it is to be presumed they will use their constitutional powers for its abrogation, or the substitution of a better provision; but while it is to us a law, it behooves us, as good citizens, and as the supervisors of our own interests, to derive from it whatever advantage we may.

It were superfluous to expatiate here on the importance of that system, which has blessed New England almost from its first settlement, and through which the entire mass of our

population receive the rudiments of an education that has rendered us a people pre-eminent among the nations for intelligence and moral worth. I need not insist that our system, in all its parts, is the best that could be conceived, or the best even that actually exists. If the nations of Europe, following our example, have in some cases even improved upon it, it is equally competent for us to engraft on our own institutions all such improvements as are suggested by the progress of this restless and enterprising age; and it befits us far less to boast of what we have attained, than to press on in the race and maintain that pre-eminence which our fathers bequeathed us, and which can never be lost by men worthy to be called their sons. If, by virtue of any facilities which belonged not to "the happy days when we were young," greater efficiency can be given to the system, so that scarcely more than the same individual expense, which sufficed to afford the last generation a bare modicum of reading, writing and arithmetic, may secure to the whole population, the poor as well as the rich, the advantage of a thorough academic education, equal to preparation for college, this is surely an object worthy of our highest ambition, and our united exertions.

I do not say that all this is to be attained simply by the appointment of Superintending Committees; but it may be said that, if attained at all, as we believe that, sooner or later, it will be, we shall reach it through a course of additions and agencies commenced, in nearly every instance, by providing some special supervision of the system in the details of its actual operation. However this may be, it is certain our legislature did not in this provision create a sinecure—an office of mere emoluments, without any incumbent duties. There is a little something more belonging to this committee than the honor of holding office under the State, and the pleasure of pocketing a stipend from the public purse; and as its duties may devolve in turn on several of those present, and as all of us are concerned to co-operate with the committee, or, at least, to criticise their movements, it cannot be uninteresting to any to consider their responsibilities.

Allow me to suggest to our honored representatives that they should use their influence in the legislature to procure the distribution of our State Commissioner's report, as is done in some other States, through all the school districts; and in default of this, that they should be empowered to

procure sufficient for an over supply, at the expense of the town. These valuable documents might thus be circulated among all our families, diffusing the large amount of valuable information which they embody, and which now sleeps in the hands of a few.

Your committee feel justified in reporting some manifest progress the past year. The qualifications of teachers have been, on the whole, higher than before; and as a consequence, the order and improvement of the schools, with very few exceptions, better than we have witnessed. The additional money raised has very essentially increased the length of the smaller schools; making, in the aggregate, an addition to last year's schooling of above forty per cent. Individual donations of board, fuel, &c., have been afforded as usual, in many of the districts; and in No. 9, a gentleman of Boston, and a native of the district, has for the second time generously added a month to each term of school, from his own pocket. The whole number of weeks schooling during the year is 373, being 107 more than last year; 188 of which were kept in Summer and 185 in Winter terms.

The average daily attendance is 444 in the Summer and 505 in the Winter schools; and the whole No. of scholars 699 in Summer and 584 in Winter, showing a proportion of 26 per cent., or more than one-fourth of the whole No. of scholars, on the average, absent from school each day. I put it to your judgment if this proportion is not far too large.

It were a waste of words for us to insist on the necessity and obligation which urge us to promote, by every practicable means, the interests of education. "If there be any man who now denies that education is good, or that an elementary education, at least, is necessary to make one a good citizen," as it has been pointedly observed, "he must be looked upon as a fossil relic of a past world, an antediluvian, one who is born behind his time." More than three hundred years ago, Martin Luther, in a circular address to the magistrates of Germany, declared, in his own nervous manner, "It is a sin and a shame that it has come to this with us, that we must now arouse ourselves and be aroused, to educate our children and youth, and to consider their interests; whereas nature herself should move us to this. Of what avail will it be, that we should have and do every thing else, and be like pure saints, if we neglect that for which we chiefly live, viz: to take charge of the young. I hold that

of all the sins of the world, none is so heavy before God, or deserves such fearful punishment, as precisely this: that we do not educate them." The lapse of three centuries and a quarter has only illustrated and justified sentiments which we can hardly persuade ourselves originated in the confines, almost, of the dark ages.

As the result of inquiries last year proposed by the Secretary of the Board of Education in Massachusetts to eight among the most eminent and experienced teachers in the country, it appeared as their unanimous opinion that, under the operation of such a common school system as he describes, and considers perfectly practicable, not one child in a hundred of the whole community would fail to grow up virtuous and useful members of society. If in this opinion we concur, must we not think the additional funds required to put such a system in operation well and *economically* applied? To say nothing of the immeasurable worth of the moral, social and spiritual interests thereby secured to the next generation, put it in a mere pecuniary point of view, and it should not be forgotten that the most expensive kind of education is far cheaper than the *cheapest* kind of criminal jurisprudence; and it has been very significantly remarked, that "The great difference between a school and a prison is, that the one is intended to *prevent* what the other aims to *punish*."

Let such provision be made as shall secure to the entire population the most efficient moral and intellectual training at school for the first 16 years of life, and in every considerable town let there be at least *one* high school, where all who choose may freely share in the privileges of academic instruction, and when the ripe fruits of such a system come to be gathered by an intelligent, virtuous and prosperous people, rejoicing in the good gifts of God, and the legitimate results of their own liberal and wise forecast, then your committee believe no one will be found to complain of the burdens of taxation for the support of the system, and no expenditures will be met with a more cordial good will.—*I. E. Farwell, for the Committee.*

## BELKNAP COUNTY.

Alton.—The schools in this town we are sorry to say are not in an advanced state, not from a want of sufficient material to construct good schools, but the want of interest manifested by parents and committees. An attempt was made the past winter to introduce a uniform series of reading books, (Town's) but it was looked upon by those interested (in the purse) as an innovation, or a scheme got up by speculators for the purpose of swindling the public out of a portion of their earthly goods. We succeeded however in introducing them into three districts, and as far as they were introduced they have given general satisfaction, and the improvement in reading where they have been used the past Winter has been far greater than in the schools where they have not been introduced. This encourages the hope that they may be introduced into the schools in this town generally during the coming year.—*I. W. Lougee, A. L. Mellows, Superintending School Committee.*

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Barnstead.—The chairman of your committee is happy in being able, from personal observation and the reports of teachers, to say that the general aspect and condition of the schools is favorable. Advancement in various branches of an English education in numbers of your schools has most decidedly been made. The ground thus gained must not be lost. The holding fast and aiding still in the onward march constitutes an object of deep interest, and to which the energies of all untiringly should be directed. Although this statement of improvement as a general thing be admitted, yet there are some serious exceptions, which are too strongly grounded and too apparent to be passed unnoticed. Every report made to any town of the state and condition of their schools should contain nothing other than plain matter of fact, unmasked, free from the alloy of flattery. The custom often resorted to of daubing with untempered mortar, should entirely be abandoned. Nothing calculated to deceive the community should ever occupy the least space in any such report. Be it remembered then, while some districts may have failed in their expectations, and remain stationary, others have made marked progress. There must be a cause producing these differences in the improvement made in our

schools. Each district claims equality with others, of intellect, of equal strength of mind to make proficiency in any study upon which their attention is bestowed. To what cause then shall this difference be attributed?

Your teachers who passed the ordeal of examination did honorably acquit themselves, but being put on trial in teaching, in some a want of energy, life, animation, aptness to teach, and devotedness, so manifested as to interest the scholar, has been detected—and weakness of government.

It may be added that some children who have been acquainted with no other government at home than that which is lax and indulgent, are apt to complain of wholesome discipline at school. Not accustomed to endure restraint, and seeing parents inclined to listen to them, they are tempted to exaggerate, and often so far succeed as to cause themselves much injury, and also trouble to the whole school to which they belong. Children who are the greatest adepts in this business are generally such as never loved their books or school. The maxim is, "A good bringing up at home seldom fails to warrant good behavior at school." But notwithstanding all these hints thus given, it is proper that the town should know the reports of the teachers. They speak in terms of high commendation of the deportment of their scholars, of the application and industry of the children and youth in their schools respectively, as a general thing. All this we conceive to be perfectly natural.

You have heard the amount expended the past year in support of schools, and some few of the results. To keep up with the spirit of the age, manifested in the great educational movement going on through this State and throughout New England, it would be highly commendable, and seem indispensable, that something more should be raised than just what the law requires, and appropriated for so important, laudable and desirable an object as useful learning. Intellect and moral power exists; let them be developed; to accomplish which, our common schools, rightly managed, are calculated. Let Superintending School Committees be faithful in the discharge of their duty, and not a doubt could exist a moment but that such would soon be the elevated character of our common schools that all thus interested, seeing such happy results, would be compelled to confess themselves amply and fully rewarded for all their pains taken, and every sacrifice made to promote an object of such magnitude and loveliness as the education of youth. It is an

object involving the great interests, happiness, prosperity and welfare of our common and beloved country. And who knows but the present generation, if put in the possession of so invaluable a blessing, may exert an influence to be felt even to the ends of the earth?—*E. George, for the Committee.*

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Gilmanton.—We feel no ordinary degree of pleasure in reporting the state of the schools in Gilmanton generally for the past year as very good. And still there are defects.

1. The amount of money raised for schooling is much less than it should be. The past year the sum of $1382 37 was appropriated for schooling. Of this the sum of $1032 was required by law. The other $350 37 was the interest on the school fund and literary fund. The whole sum of $1382 37, divided equally among the 31 districts in town, would give to each the sum of $44 59, which might keep a good school in operation about two months. But some of these districts are so small as not to receive half that sum, and consequently their school is extremely short. There have been in the schools the past year 1655 scholars, including the Summer and Winter terms;—697 in the Summer and 948 in the Winter. The school money would average to each scholar about 83 cents. Now this sum, small as it is, has been productive of great good. But how much more good would result from a larger sum! In behalf of some ten or twelve hundred children and youth in our town, therefore, whose future usefulness depends much upon their present means of improvement, we appeal to the sympathy and liberality of the voters of this town for a larger appropriation for schooling. It is for you to say whether the means of instruction shall be extended and enlarged.

2. The office of Prudential Committee should be filled with care. This is a point of vital importance to the prosperity of our common schools. It is too frequently the case that men are elected to this office who are wholly unfit for it —men who have no direct interest in our schools, and have no other aim than to gratify the wishes of some self-interested friend who desires to teach the school. Every district should select for their agent a man of unbending integrity, possessing a knowledge of human nature, and if possible, acquainted with the wants of the school and the qualifications of a good teacher. It is a mistaken notion that he who

hires the cheapest, the best fulfils the duties of his office. The price paid should ever be a matter of secondary consideration. A good short school is far preferable to a poor long one. And the teacher who may barely pass an examination with the Superintending Committee, but knows nothing about his profession as a teacher, though he may be willing to engage for a small sum, should by no means tempt the Prudential Committee into a contract. At the present day, something further is necessary in a teacher than mere certificates. There must be a knowledge of the best modes of teaching, and an acquaintance with the duties of the profession, or the money will be spent to poor advantage, and the school little benefitted.

The practice of engaging teachers before they have been examined, leaving the Superintending Committee merely to ratify what has been done by a subsequent examination, is much to be censured. It is true the Superintending Committee have the power to veto the proceeding at the outset, or to dismiss unworthy teachers after the school is commenced; but all this might be prevented, did the Prudential Committee use the proper caution in selecting those who are to train the children of the district in the rudiments of their education. The Superintending Committee only determine and recommend upon those literary attainments which the law requires, while a far more important duty devolves upon him who employs the teacher, of ascertaining his competency in other respects, not less essential in the business of teaching. And should the Superintending Committee undertake to dismiss for want of competency in these respects, it would generally produce discord in the district, and thus more evil than good would result from it. Let Prudential Committees see to it therefore that the teachers they employ have qualified themselves by attending the Teachers' Institute, or otherwise, to enter upon their business professionally; that is, with a knowledge of all the duties of their calling. And let the influence of Prudential Committees unite with the influence of Superintending Committees to banish all *pedagogical quackery* from our midst.

In concluding this point we would say, that perhaps Prudential Committees were generally never more successful than the past year in securing the labors of competent teachers. In most instances they have not only been amply qualified in book knowledge, but have possessed the aptitude to teach, to govern, to arouse the attention, to illustrate princi-

ples, so indispensable to a good teacher. A worthy comment this upon the advantages of the Teachers' Institute, which many of our teachers had the opportunity of attending.

Were we to mention the names of all those who have highly distinguished themselves, it would make a catalogue too long to be interesting. Suffice it to say, that of nearly 60 teachers, there was scarcely one of whom it may not be said, their efforts have been worthy of all praise, and crowned with abundant success. It rejoices us to mention, also, that with the exception of one solitary case, no insubordination has been manifest. This shows conclusively that the deportment of our children and youth is keeping pace with their improvement in other respects, and the progress made fully warrants the belief that our teachers have faithfully discharged their duty.

Parents have generally a great deal of parental sympathy for their children, and this is right. It should not be so great, or rather so perverted, as to overthrow the best interests of their children while attending school. How frequently is it the case that the good mother is vexed with her own children and hardly knows how to manage them at home. Yet the teacher has to deal with those not his own merely, but those coming perhaps from some ten or twenty different families or more, and as many kinds and forms of government as there are families; and still the teacher must manage all these and not go counter to those peculiar sympathetic feelings of some of the parents. How frequently is it the case that insubordination manifested at school is engendered at home, and how extremely difficult for teachers to govern children properly at school, while their parents exert a counteracting influence at home!

But when the efforts of parents are coupled with those of the teachers in establishing and maintaining proper order and discipline, our schools present to the eye of every beholder a nursery of choice plants from which may reasonably be expected the fruits of usefulness and enterprise.

Our common school system, like the genial rays of the sun, is calculated in its nature to effect all classes of community. The poor as well as the rich receive its salutary benefits. It cannot be too highly prized, or regarded with too vigilant care. Let no unfeeling mortal impede it in its onward progress, nor unskillful hands guide it. It may be considered the chief corner stone of our republican edifice.

We hope to transmit unimpaired to our children the blessings of good government, of civil and religious liberty. We may secure and leave to them an inheritance perfectly adapted to all their physical wants, yet no legacy that we can bequeath to them will be of such satisfaction to us, or of such real value to them as minds well stored with useful knowledge.

In an evil time, when least expected, their inheritance may be gone, and all their fancied joys and dreams of future happiness lost in the vortex of wretchedness and want. But the treasures of the mind are permanent, lasting as time, and defy the common calamities that befall mankind. We may be able to do but little in this important enterprise, but who can calculate the good that may result from that little, as its influence shall spread and pass down to succeeding generations! The individual who does most to educate the rising generation and to elevate in the scale of beings our sons and our daughters to that important height which God designed them to occupy, is the greatest benefactor of his race. Our national greatness and honor depend, in a great measure, on moral and mental cultivation, and our hopes rest upon the influence which our institutions shall exert upon the rising generation that is soon to wield the destinies of the nation. —*Charles A. Hackett, Rufus Childs, Daniel Lancaster, Superintending School Committee.*

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Gilford.—An undue anxiety to find a cheap teacher, and thus lengthen the school is bad policy. One dollar per week in summer, and ten dollars per month in winter, is thought by many to be ample pay; and your committee are of the opinion that in some instances it is quite as much as is earned. Almost any one may keep school; but school-keeping and school-teaching are often very different in their practical manifestations. Gilford has teachers that will not suffer in comparison with those of any other town, and they ought to command good wages.

The winter schools in Districts No. 8 and 10, failed to satisfy all. That the teachers were men amply competent for the work there can be no doubt; that their government was of the most mild, happy, and effective nature, is doubtless true; but when it is remembered that in each of these schools, some of the larger boys *intended* to dislike and aggravate, it is much easier to say to the teacher, "in patience possess ye your souls," than to practice it. If public opinion

will not now sanction the use of the rod so freely as heretofore, some other expedient must be sought. "Order is Heaven's first law," and *it must be maintained.* When worse comes to worst there is but one alternative; corporeal punishment must be inflicted, or the scholar expelled from the school. It is doubtless better to expel one occasionally, than that the whole school be in a great measure lost to the entire district by the peace-disturbing, disobedient, aggravating course of one or two. A very few of the scholars in these districts accomplished but little more than to cultivate their already unhappy, troublesome dispositions, by opposing the teacher's wishes, and violating the rules of the school. But those who were desirous of learning effected their object, and some made very good proficiency in their studies.

In Districts No. 1 and 5, the schools were tolerably interesting. Experience is the teacher's instructer. There cannot be all the tact in interesting and governing a school by the youthful teacher, as by him of more experience, and districts should not expect it.—*A. G. Weeks, I. D. Stewart Geo. Sanborn, Superintending School Committee.*

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Meredith.—In very many of our schools the higher English branches have been introduced. Natural Philosophy, Chemistry, Physiology and Algebra, have become somewhat common studies, and surveying has in some cases been studied. The introduction of these studies would seem to indicate that the standard of education has risen in town, and we think it is so. The committee have however feared that in some cases the primary branches were not completely mastered before the scholars were carried forward to the higher branches. And we state with reluctance that we fear it has been so with some teachers. As an indication of this, we state, that the reports of teachers to the Superintending School Committee, contain bad spelling. Two teachers write "*grammer*"—three "*schollar*"—and one writes "*aggreeably.*" And some of these very teachers are remembered to have passed a very good examination in the higher English branches. We earnestly recommend all teaches and scholars to look to this.

We would venture to suggest to Prudential Committees the importance of greater attention to the selection of teachers. An incompetent teacher may do immense harm. The *mind* is to be educated; and it is too valuable to be committed to the care of unskilful hands. The branches of knowl-

edge important to be known by every person, are numerous; and there is no time to be lost under an incompetant teacher. Besides, a distaste for study may be created by such a teacher that may not for years if ever, be eradicated from the pupil's mind. We say then to Prudential Committees, exercise caution in selecting teachers. The cheapest teacher is often the dearest. Besides, those that are paid well in any employment will be most likely to be faithful to their trust. Engage not a teacher because he is your neighbor. Think not of "kith or kin," or party, or sect, but take time and find out where the very best teacher can be found, and early secure his services.

The committee would remind parents of the vast responsibilities resting upon them in respect to schools. It is for you to select your Prudential Committees. Attend the school meeting, and regardless of every thing beside, select the very best man in the whole district for that office. And look to all the arrangements that are made for the schools. Forget not the meeting or the hour. The object of that school meeting is one of pre-eminent importance.

Parents may greatly injure the usefulness of schools by speaking of the faults of teachers before their children and domestics. If the teacher has marked faults that are really injuring himself and the school, go in a spirit of kindness and converse with him. You may benefit both him and the school. But if parents talk of real or supposed faults in a teacher before their children, very likely an insurrection is set in motion; the usefulness of the school is at an end; the instructor is driven from his post, and the evils to that community cease not for years.

Parents in a district should have no divisions among themselves. Hundreds of schools every year on this account fail of accomplishing any good. There are parties—there is the "hill party"—and the "village party"—and the "river party,"—and "the party on the plain"—and the "up-street party"—and the "down-street party"—and other divisions still. The teacher selected and the measures proposed by one party, are opposed by the others. And a teacher going into a district where such divisions exist, will need more than the wisdom of Solomon to give satisfaction to all; and although he has taught with success elsewhere, he is now driven away in sadness and disgrace.

We wish for a moment to call your attention to government in a school. We have fallen upon times, if not mista-

ken, in which there is a sad decline in this respect in the school as well as in the family. We have been pained in our visit to some schools to witness the absence of necessary discipline. We are far from recommending needless severity. Let the mildest means possible, be employed that will accomplish the object. But we would have order even though the teacher shall not "spare the rod." Learning first of all to govern himself, let every instructor maintain wholesome discipline. Some parents may think him cruel, if he punishes that "darling boy," but if no other means will answer than corporeal punishment, it is our opinion that it should be exercised.—*Giles Leach, S. J. Pitman, J. K. Young, Superintending School Committee.*

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New Hampton.—Your committee have attended to the duties assigned them and find the condition of your schools somewhat improved, though they are far from what they should be. The very few teachers employed in your summer schools were uncommonly successful, both in imparting knowledge and in their efforts to maintain good order. The improvement made by the scholars was full equal to what we might reasonably expect. There was little opposition to the wholesome restraints imposed by the individual teachers, for the present and ultimate good of their pupils.

The winter schools, as a whole, were not so successful, though some of them were productive of the most encouraging results, reflecting honor upon the teachers for their constant and untiring efforts, and much worthy commendation upon the scholars for their interest in them.

Your school houses must be neat, comfortable, and commodious to render your children happy and interested. But upon this point your committee need not dwell, for the subject of good houses has been frequently suggested to you in your annual reports, and moreover, the results of them can be seen in those towns where common schools have received that attention which their importance demands.

You who are parents must exhibit a constant and increasing care for and interest in your schools. You should have a vigilant eye upon their every movement, that you may prevent if possible the occurrence of any thing calculated to destroy their object. Visit your schools frequently and for the purpose of encouraging teachers and scholars; their interest will be somewhat proportionate to your own. It is natural for the child to be indifferent upon those subjects which en-

gage not the mind of the parent. How important then that parents act with wise reference to the present pursuits and inclinations of their children.

You must sustain your teachers; there is a marked defect in this respect. The teacher has occasion sometimes to feel he is employed only as an object of censure and fault-finding. His cares, anxieties, and responsibilities are forgotten in listening to the senseless complaints of the ungoverned child. No restraint is imposed upon him, but on the contrary he is encouraged in his rebellion, and the usefulness of the school destroyed. No doubt teachers sometimes are imprudent and pursue unwise courses, but so generally are the scholars in the fault, that it is unsafe to approve their conduct and condemn their instructors. It is safest to err on the side of the teacher. But in some districts scholars have been upheld and encouraged by parents in their efforts to occasion trouble. It must be a marked act of injustice performed by a teacher, which will justify any parent in entering a school room unbidden, and arraigning the teacher before his scholars, for punishment he may have inflicted upon unruly boys. Nothing more effectually destroys good government and instills wrong notions into the minds of your children respecting it. They not only do not acquire the first rudiments of an education so essential to success in life, but are unfitted to obey the rulers of their State and country. No child when grown up will appreciate good government till they have first been governed in their younger years; hence no course can be pursued by parents to more entirely destroy a free government, than to encourage children in disobedience to teachers and parental authority. The committee have been called several times in some schools to sustain their teachers in their efforts to maintain order; and in every instance the children (the cause of the difficulty,) have been upheld by parents in their rebellion. When such a course is taken, there can be no profit derived from your schools.—*Ephraim Knight, A. W. Chaffin Eben. Dodge, Superintending School Committee.*

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Sanbornton.—Your committee at the close of their report, would suggest to the friends of education, the importance of looking well to the condition of the school houses and make such alterations and repairs as they find necessary. Many of the seats are badly constructed, some of them are too high for the small scholars, and some are too narrow, which makes it very wearisome to set upon them. They

would also strongly recommend a uniformity of reading books, adapted to the capacities of the scholars. We do think, the Rhetorical Reader, which is now most in use in many of our schools, is far above the capacity of most of the scholars.

Your committee would further suggest, that in their opinion there is a tendency among the schools to learn the first principles and rudiments too soon, and are anxious to commence the higher branches before they well understand reading, writing, arithmetic, grammar, and geography, the abreviations, vowel sounds, stops and marks, accent, cadence, emphasis, &c., manifested by the introduction of botany, history, philosophy, astronomy, physiology and algebra, for small scholars before they well understand the primary branches.—*John Carr, N. G. Ladd, Ira Woodman, Superintending School Committee.*

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## CARROLL COUNTY.

Brookfield—The most of our schools the past year have been unusually short; but the proficiency of the scholars in the various branches of education, with some few exceptions, has been very good. We have suffered some from ill-constructed and uncomfortable school houses, and in some cases too little attention has been paid to ventilation. But we are happy to say there has been some improvement in these respects the past season, and we hope that improvement will continue to go on until our schools shall answer the requirements of the laws of our State, and our youth be trained morally and intellectually in the way they should go.—*Jeremiah Chamberlin, Dudley Pike, William Blake, jr., Superintending School Committee.*

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Conway.—We are of opinion that the schools generally have been of a commendable character, and that the cause of education with us is improving. More interest appears to be felt than heretofore by the scholars, and in some districts there has been a greater punctuality of attendance. But while something has been done, much remains to do; and in the first place, we would call to your notice the small

amount of money appropriated for our schools, and consequently the short duration of most of them. In fact, in some districts they do but begin when they close. Our summer schools, on an average, are in session only about eight weeks, and the winter ones scarcely ever three months. To us it appears that they are altogether too short. The pupil has just got under way, just has his interest and ambition excited, when the school closes. Indeed, in some of the poorer districts, six or eight weeks is all that can be had in the whole year, summer and winter included. Can the boy who is out of school all the rest of the year, be expected to advance any in such a short time? However excellent the teacher may be, improvement in such a case seems to us out of the question. And again, in some instances the schools, short as they are, are not improved as they might be. On frivolous pretexts the scholars are allowed to stay away, or when they do attend, to go at any hour they may choose, thereby disturbing the arrangements of the school and impeding the progress of others. This is wrong, altogether. "Order is Heaven's first law," and no where is order and regularity more necessary than in the school room. When we boast of our superiority over the nations of Europe, we point with pride to our common schools. But in Prussia, as well as some parts of Germany, the parent who cannot produce a good reason for the absence of his child from school, pays a fine by law. Were there such a law with us, it is thought that some districts would pay a heavy penalty.—*Charles Sparhawk, Francis R. Chase, Joel Eastman, Superintending School Committee.*

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Freedom.—The Superintending School Committee feel a deep interest in our primary schools. Here our children lay the foundation of their education. Here we see the embryo of the different departments of society. How important it is, then, that they have correct training and faithful and well adapted instruction.

It is encouraging that a fresh impulse has been given to the public mind on the subject of education; and great improvement has been made in the character of our schools. The teachers are better qualified, more accurate and thorough instruction is given, and better order is maintained. Although it is a matter of congratulation to you that our schools are sustained with so much interest, and are so gen-

erally prospering, yet they are not all they might be—they are not what they should be.

In regard to selecting prudential committees, we beg leave to suggest to each district to appoint an individual who is competent, who will exert himself to secure a first rate teacher. Let this committee encourage no teacher, and send no applicant to the superintending committee for examination, who has not the first requisites of a good teacher—good talents, a good share of common sense, good manners and good morals.

Parents can hardly be sensible of the fatal influence they exercise over our schools, by encouraging irregular attendance of their children, by finding fault with the teachers and taking sides with children against the opinion and practice of their teachers.—*C. Topliff, J. Andrews, Superintending School Committee.*

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Ossipee.—In alluding to the causes detrimental to education, we would notice bad school houses. They are only attractive by the roughness of their structure, and ill-adapted to answer the purpose for which they were designed; for the progress of scholars is generally retarded where they are inconveniently seated, or suffering from cold. The school houses that in our opinion need reform, are those in districts No. 1, 2 and 15. The next thing we would notice is the shortness of the schools. The length of some is only 5½ weeks, and the average length about seven. It is well known to experienced teachers, if to no others, that it takes scholars who pay but little attention to their books out of school, four or five of the first weeks of a school to re-learn what they have forgotten; and these short schools, therefore, close about the time the scholars are prepared to reap benefit from them.

Another thing we cannot avoid mentioning and do justice to our feelings—that is the irregularity of the scholars. We find by comparing the whole number of scholars with the average attendance, that about one-fourth are absent from school. This practice is injurious to their advancement in learning, and should be avoided.

It is sincerely regretted by your committee that the standard of our common schools is so low; and to elevate this, is to accomplish a great object, in which all are interested and none excused from his share of duty. It lies with all of us whether our schools shall be increased and made better.

If the past be an index of the future, we may promise much improvement yet in these fortresses of liberty and good order.—*S. B. Carter, Nathaniel Grant, G. A. Moulton, Superintending School Committee.*

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Sandwich.—The several schools of the town have been visited at least twice during the year by your committee; and they think that the improvement of the pupils in the several schools has been as good as ought to be expected under the circumstances. We still think that some of the school districts are too small to afford an adequate opportunity for pupils to advance to any great extent in their studies. Before the pupils can be well interested in their studies, the school closes. Very little attention is given by the prudential committees to the visiting of their respective schools; and only four schools of the whole number have been visited by them. In some cases these committees do not inform the superintending committee of the times when their respective schools commence; and in one instance, we are informed that a teacher has been hired without any certificate from your committee, and has been paid contrary to law. We think that visits of a prudential committee, and of intelligent parents, occasionally made, have a good influence upon young scholars, by exciting in them a spirit of emulation to learn well and recite well. We think that parents are generally too remiss in this matter, who think they have done their duty when they have shifted the whole responsibility of instruction upon the public teacher. In some instances we have observed this teacher to grow unpopular, when his services have been rendered in honesty and good faith. When he has labored successfully for his small compensation, his spirit has been wounded and his courage repressed by the apathy of his constituents, or by finding small trifles magnified into great faults; when if the school had been visited as before remarked, his services would have been appreciated, and due satisfaction acknowledged and awarded him. The teacher needs sympathy. Unjust treatment begets in him, at least, a feeling of indifference, if not resentment, and the interests of the school suffer. We think that too little attention is given to chirography and spelling. Young pupils are pushed forward into high studies, before they have learned well the elements. Some of our pupils are well advanced in natural philosophy, history, arithmetic and algebra, who cannot read well or

spell correctly; and we are sorry to say that deficiency, as regards spelling, is exhibited in the reports of a few of our teachers, who are otherwise well educated. Our best teachers are unwilling to engage in a small school district without adequate compensation, hence your committee has found it necessary to fix the standard of examination lower than they would wish, or some of our schools would be destitute of teachers.

Some of our school houses are still unfit for the purpose, being cold and out of repair, causing great loss of time before they can be warmed for the forenoon. In some schools tardiness and irregular attendance interrupt the method and system of teachers. We observe in neat school houses, with painted forms, a carefulness in the pupils to preserve them from damage. Other houses are found with hacked and rickety forms. We believe that comfortable, well ventilated and agreeable school houses, located in pleasant situations, form in young minds more agreeable associations of thought, beget more love for the school, more taste for study, and less inclination to cut and destroy the fixtures. This method and care, taught in early life, is more likely to continue its influence for good, than the opposite one.—*Aaron B. Hoyt, for the Superintending School Committee.*

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Tamworth.—We have seen the good effects of changing our reading books, so far as this has been effected. We also have seen the benefit of the lengthening of the terms of school, in consequence of the town's raising a few hundred dollars last year above the sum required to be raised by law. The town, this year, voted to raise $300 for schools, more than required by law.

*School Houses.*—The conveniencs for warming some of the school houses are bad. Some have smoky fire-places, and the school rooms, especially in winter, are dark, smoky and dreary in the extreme. Some of the school houses are much too small to accommodate the scholars. In some, the seats and desks, one would think, were made for any thing rather than for the use of a school. Some of our school rooms deserve the name of pews, rather than school houses. In some houses the seats and desks are so cut and notched as to present the most obscene objects, highly polluting to the minds of the scholars, and disgraceful to the parents living in those districts. In but few of the school houses are there seats suitable for small scholars. These children are obliged to

sit several hours each day, on seats from which they cannot touch their feet to the floor; and the only relief they can obtain, when tired, is to lie down or stand up. But few of our school houses are provided with wood houses and other out-door buildings so indispensable to comfort and decency. —*Jeremiah Blake, for the Committee.*

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Tuftonborough.—The schools in general have passed a very good examination, and from the interest on the part of the scholars, in comparison with years past, we anticipate a higher degree of excellency in the proficiency of the scholars, and also in the art of teaching; yet we lament the evils so visible and so generally complained of through the State, viz: inconvenient houses, small districts into which the town is divided, the incompetency of our teachers, and the want of interest on the part of the parents. The latter evil we consider *paramount* to the others, and until this is removed, it is in vain to attempt a remedy of the lesser evils, inasmuch as they have their base on the greater. If this can be raised to a proper standard, then we shall have convenient houses and well qualified teachers, *and not before.—Abel Haley, Oliver Goss, G. B. Canney, Superintending School Committee.*

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Wakefield.—We are happy to say that we think the progress of the schools in town has been unusually good during the past year. With few exceptions, the teachers have performed their duty well. That spirit of insubordination, which has sometimes destroyed the harmony and blighted the prosperity of our schools, has not been manifested. Very much has been accomplished by the limited means provided for the education of our children; but more needs to be done. Some of our schools, as you will understand by this report, are so very short, that the work of a teacher, however well qualified, can be but fairly commenced before it is brought to a close.

The course pursued by several districts, in appropriating the whole amount of their money for a Winter school, was, perhaps, the best under existing circumstances. But every district needs the means of sustaining a school in Summer as well as Winter. We are happy to see in the warrant for this meeting, an item containing a request for an additional appropriation for the support of public schools. Such an

appropriation, we think, would be available. It will give an additional value to the amount that has heretofore been raised for schools. It will promote interests that are of vital importance. It will give to children that which is better than silver or gold—treasures that cannot be wrested from them, when assailed by a thousand evil influences that will meet them in their way through life. It will tend to diminish the amount that must be expended for other purposes. If there is any object of public interest for which liberal appropriations should be made, we think this is that object. A generous liberality here is the best economy.

We hope that the action of this meeting on the item referred to will show that the citizens of this town share largely in the increasing interest and liberality now manifested in behalf of public schools throughout the State.—*Nathaniel Barker, John W. Sanborn, Superintenning School Committee.*

## MERRIMACK COUNTY.

Allenstown.—Probably seven-eighths of the children that now attend our district schools will have no higher advantages to obtain an education. Is it not then of vital importance that every thing that can be done should be done to elevate the character of the common district school?

Parents should visit these nurseries where their children receive their first impressions, (a duty, by the way, too much neglected) thus showing their children that they take an interest in their improvement, and to encourage the teacher, who has a hard task to perform if he does his duty. In short, nothing should be left undone that will be conducive to the prosperity of one of the best institutions of our country.—*John Perkins, A. O. Evans, Superintending School Committee.*

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Andover.—One great difficulty is the want of order in schools. This may be owing in part to the scholars, in part to the teachers, and in part to the parents. Some teachers have not sufficient firmness and decision. Some scholars

seem disposed to break down order, and they are too often countenanced in this by parents, who listen to their fault-finding, and encourage insubordination.

Another evil is the great diversity of books in the same branch of study, occasioning a great waste of time in the teacher, without particularly benefiting the scholar. Books out of date are retained both for reading and recitation. Geographies, answering no better purpose than an old almanac for the present year. As for reading books, it cannot be supposed that the scholar can be interested in reading over and over again the same thing, year after year. We want a new newspaper every week: why should not the scholar have a new reading book once in a few years at least?—*N. Howard, H. A. Weymouth, Superintending School Committee.*

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Bradford.—While it gives us pleasure to state that the schools in town have within the past two or three years considerably improved, and seem to be gradually advancing towards a higher standard than they have hitherto attained, they are yet very far behind what they should be, and what they might easily be made to be, if the proper exertions were put forth. The reason for this comparative backwardness is apparent. It seems to us to consist in a lack of interest among the parents themselves. This is the great cause which retards the onward progress of common school education in this town, and the one from which almost every other has its origin.

We cannot omit to advert to a matter that is too much overlooked in the selection of teachers; it is, a proper attention to their capacity and qualifications to *govern* a school. In our large schools, particularly, let a teacher be ever so well qualified in a literary point of view, if he is deficient in force of character and moral power, he is just as incompetent properly to discharge his duties, as though he was deficient in the common branches of education. Attention in this matter is particularly the duty of those who *hire* a teacher of the Prudential Committee, although we have all of us more or less neglected our duties in this particular. With a teacher selected with a view to these, as well as other necessary qualifications, there will be no trouble from refractory scholars, and rarely any necessity for the infliction of corporeal punishment. And your committee are of opin-

ion that this mode of punishment is unnecessary, and should not be resorted to except in extreme cases. In almost all cases, we believe that a teacher with such a knowledge of human nature as will enable him to get the good will of his scholars, can get along better, and the schools will be more prosperous without it than with it. But there may be cases when this is necessary. And here we wish to correct an impression which we find prevails to some extent, that a teacher has *no right to punish at all*—that the power given to the Superintending Committee to dismiss disobedient scholars is intended to supercede punishment altogether. This is a mistake. Teachers have the same right to punish that they ever had. The teacher, for the time being, stands in the place of the parent, and whenever the parent may rightfully punish, the teacher may do the same. The law will justify a teacher in the infliction of this mode of punishment, even though it be severe, if the nature of the case demands it. But such cases are rare ; and it may be as well, perhaps, when the scholar does not intend to obey the reasonable rules of school, and is determined to make trouble, to dismiss him from the school, and thus prevent him from exercising a pernicious influence over the other scholars.—*M. W. Tappan, C. M. Fisk, Superintending School Committee.*

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Concord.—A well-organized, judicious, and efficient common school system, is of the first importance to any people, especially a free people. This lies at the foundation of free institutions, and forms the only sure safeguard of individual rights. No republic can long exist without it. It is equally necessary for the church and the State ; for the welfare of man here and hereafter. Light is not the offspring of darkness ; nor is virtue the offspring of ignorance. It is a base libel both upon man and his Creator, to say that "ignorance is the mother of devotion," or of any thing else that pertaineth to the welfare of our race or the glory of God. "Knowledge is power," and when rightly directed and applied it is more—it is purity and peace. It expands and elevates the mind, and leads one to employ the requisite instrumentalities for usefulness and happiness in time and for eternity.

Hence it affords the Superintending School Committee of Concord great pleasure to be able to report an increasing interest and improvement in most of the public schools in town

during the past year. It is true, there are some few districts which are not only "behind the times," but also far behind the pressing exigencies of their own, and the community's best good. Their old, dilapidated, inconvenient, unhealthy houses, and cheap, inexperienced, inefficient teachers, are matters of bad economy, and such as have a sad influence over the morals, habits, health and mental development of the rising generation.

Most of the districts, however, are improving; some of them rapidly. Better teachers are employed, and more interest is manifested by parents. The schools, during both the Summer and Winter terms, have, generally, been larger and more orderly than heretofore. There have been but two cases of insubordination requiring the interference of the committee during the year. The larger districts have, in most cases, had able, faithful and efficient teachers; a majority of whom being of the first order. Many of the teachers in the smaller districts, also, were well qualified, energetic and successful. And their schools, in several instances, appeared, considering their advantages, as well as any in town; some of them having made a very marked and decided advance in improvement beyond the previous year. Indeed, the teachers generally, and a large majority of the scholars, have done themselves much credit during both the Summer and Winter terms. And the friends of common school education have occasion to congratulate themselves on the interesting and improving state of most of their schools; and also to be encouraged and incited to greater interest and exertion in behalf of this important department of human welfare.

The district in Fisherville, and the three districts in the main village, have each different departments, according to the numbers, age and acquirements of the scholars. This we consider an admirable arrangement. Also the structure and facilities of the school rooms in these districts are, in most instances, well adapted to the convenience and success of teachers and comfort and improvement of the pupils. There is, however, even here, a greater or less deficiency of requisite apparatus for the illustration of the principles and facts in the more important branches of education. But this deficiency, we trust, will soon be supplied by the munificence of those who have contributed so liberally to fit up and furnish their school rooms in such admirable style in other respects. "A word to the wise is sufficient!"

The other districts in town are far behind, in this particular, to those just alluded to, most of them having no apparatus for illustration whatever. This we consider a great defect, which ought immediately to be remedied. And the expense of so doing would be trifling compared with the advantage that might accrue. During the past year, the hall in the second story of the school house in district No. 9 has been finished and furnished with seats and desks of the most approved form, and is now one of the most commodious and pleasant school rooms in town. It was dedicated to the purposes of education by a very appropriate and instructive address from the teacher to the inhabitants, and other suitable services. But it is greatly to be desired that the seats in the basement rooms of this school house should be taken out and their place supplied by others similar to the seats in the hall above.

The committee are unanimous in the belief that there is an imperious necessity for raising more money for the support of the schools. The smaller districts, especially, need a larger appropriation of money to enable them to employ better teachers and to have larger schools.—*Winthrop Fifield, Samuel T. Catlin, Lyman D. Stevens, Superintending School Committee.*

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Dunbarton.—To render the character of our schools what they should be, your committee would earnestly call the attention of the town to the consideration of the following points:

1. Parents should feel an interest in the character of our schools, and carefully guard them from every evil influence. Much is done in the school room to shape the social and moral features of the child; and if the parent who sends his children to school will be regardless of the social and moral elements with which they are to come in contact, his is the guilt of training a generation to curse rather than to bless the world.

2. Provision should be made for the thorough qualification of teachers for their work. It is preposterous to suppose that teachers need no direct preparation for the most difficult work that society imposes on any of its members. We often hear of the greatness of the teacher's work, as "guiding the development of mind," as "teaching the young idea how to

shoot," as laying the foundation of the future intellectual man, and all acknowledge true the oft repeated line,

"Just as the twig is bent the tree's inclined."

Nor is there any danger of our hearing too much on this point. The teacher's influence in developing and maturing the intellectual faculties of his scholars can scarcely be overrated; and it is certainly a subject of no trifling importance to thus mould, guide and fashion the elements of the immortal mind. But vast as this is, it does not tell half the story. The physical, the social, and the moral elements of our nature are also subject to the same guiding hand; and next to the domestic circle, and sometimes even beyond that, the school room leaves its impress there. And if on the parent rests the responsibility of forming the elements which enter into the domestic circle, as a little society, a kind of world by itself, on the teacher also rests the responsibility of forming the elements of the little society made by school associations. Who, then, that does not need specific preparation for such a work? We therefore repeat it, provision should be made for the thorough qualification of teachers for their work.

Your committee are of opinion that the Teachers' Institute is among the best means for the accomplishment of this end, of any now within our reach, and earnestly recommend to the town to make an appropriation for this object.

3. Agents should be more careful to employ only such teachers as are qualified for their work. We cannot expect our schools will possess a higher character than their teachers. A stream will not rise above the fountain whence it flows. If from the lips of the teacher are heard low vulgarisms, scholars enough will be found to imitate; and if known to the scholar that profanity is an element of the teacher's character, the bare suppression of it during the term of school can never prevent its polluting influence on the character of the scholar. Indeed, such an attempt only clothes with the garb of hypocrisy, and thus teaches the scholar a lesson of dissembling. Scholars will be influenced more by what their teachers are, than by any appearance used merely as a garment for the occasion. Hence we believe that no remedy will prove effectual while agents are indifferent about whom they employ as teachers.

4. The superintending committee should be sustained in the faithful discharge of their duty. While parents will be

lavish in their censures of the committee, for rejecting an incompetent teacher, or side with their children when their conduct merits and receives reproof, it will be difficult to secure a right state of things in our schools. But let all these points be duly attended to, and it is confidently believed that our schools will become more elevated in their character, and exert a benign influence on the future interests of society.—*H. D. Hodge, John M. Putnam, Superintending School Committee.*

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Franklin.—Considering primary schools as the foundation of patriotism and virtue in the youthful mind, it should be the highest object of every citizen to secure for the young all the privileges and blessings to be derived from this system of education. As an incentive to progress and economy, suitable houses should be erected in every district. The pupil should not suffer from the cold, or be wearied by sitting upon ill-constructed seats. Both are alike injurious to health and subversive of the noble object which our primary schools are designed to effect.

Often, in our visits, have we been reminded of the neglect paid to the condition of the scholar, while pursuing his daily studies. There is much, however, to show that among the advancements of life, the common school is not wholly left behind. As the developement of mind is gradual, so the means by which its progress may be facilitated are not so easily perceived nor so readily applied. But while we experience the benefits derived from other improvements in society, we trust that those which would promote the cause of learning will receive due attention and regard.—*Geo. Tickner, N. M. Proctor, Isaac Knight, Superintending School Committee.*

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Hooksett.—The school houses in town have been greatly improved the past year. Three new ones have been built, and one thoroughly repaired. A little more of the same kind of work of improvement will furnish the children of the town with convenient and pleasant places of study. Greater uniformity in school books is very desirable. To obtain this, both parents and teachers should heartily co-operate with the superintending committee. The schools, generally speaking, have been good, and are in a promising state.—*H. Gage, S. K. Jones, J. Lawrence, Superintending School Committee.*

HOPKINTON.—Your committee, in presenting this, their third annual report to the town, would observe that the condition of our schools, as a whole, has been gradually improving since our acquaintance with them; and we have been highly gratified to notice the prosperity that has attended the well directed efforts of so many of our teachers the past year. And here the question naturally arises, why have not all our schools been alike prosperous? To enumerate all the causes which may have hindered the prosperity of some of them, would not perhaps be consistent with the limits of a report of this kind. But we believe we shall not be charged with departing from the legitimate line of our duty, if we take the liberty of animadverting on some of the causes which we believe to have contributed to such a result—a result fraught with so much injury to those for whom our schools are expressly intended—our children.

Sufficient care has not, in every instance, been exercised by prudential committees in the selection of teachers. As a competent and faithful teacher is an essential requisite for a good school, none but such persons as possess these qualifications should, under any circumstances, be employed. With such a person to manage it, a school is generally prosperous; while on the contrary, a school under the management of an incompetent or unfaithful teacher seldom proves successful.

Another thing essential to the well being of a school, is a convenient and well ventilated school house; and although we have before called the attention of the town to this important subject, there still seems to be too much apathy in regard to it, as several of the school houses are still in a wretched condition. We believe that, had the parents in the districts in which they are situated, been obliged to take the place of their children, and sit six hours each day during the cold weather of the past winter in them, they would not need to be reminded of the importance of applying a remedy.

It will be seen, by the detailed report of the several schools, that but partial success attended the labors of a portion of our teachers, on account of their inexperience. The way is now opened for persons who wish to become teachers, to qualify themselves for this responsible station.

"The Teachers' Institute is a school designed for the especial benefit of those who propose to teach." We hope that our teachers, especially the younger ones, will avail themselves of its advantages.

The committee have noticed with pleasure the success

with which some of our female teachers have taught the past winter; and they "would earnestly recommend the employment of competent females during the winter, in small districts. Their services can be obtained at a lower price, and the school will be much longer."

Your committee have been greatly embarrassed in the discharge of their duties, by prudential committees failing to perform the duties which the statute requires of them.

We take pleasure in testifying to the laudable interest which was manifested by some of the parents in different sections of the town, in the welfare of their schools; and they could wish that the same remark would apply with equal force to those in other portions. Until parents do become more interested in the prosperity of their schools, and lend their aid to teachers and others in the promotion of their best interests, we may hope in vain to see them occupy that exalted position which every school should.—*Geo. W. Currier, King S. Hall, Richard F. Morgan, Superintending School Committee.*

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Northfield.—Good teachers should be obtained for our schools, and parents should manifest a deeper interest in them. They should often visit the school and witness the application and advancement of the scholars. Who would think of employing an individual to perform a most difficult and important work, and never cast an eye over his labors to know if his skill and judgment were equal to his task? What can be of more importance than the training of the immortal mind? What work more intimately concerns us than that for which the teacher is employed? And yet we allow him to go on, day by day, without supervision, forming the character of those in whose hands the destinies of the nation must soon be placed. Even if the teacher be faithful to his task, this is no excuse for absence; they should visit the school often, whether the teacher be faithful or not. Parents should become intimately acquainted with their teachers. Let them hear from your lips the interest you cherish for the school, and thus show that you fully appreciate the importance of their calling. Parents, let none other than thine own lips speak of the imperfection of your teacher; let this be made in person to him, when a correction will immediately be made, and he will be encouraged to increased action, and feeling anew his responsibilities, will endeavor to improve his own mind that he may labor with better suc-

cess in school. Therefore, parents, visit your schools, and you will do much to elevate their condition and increase their usefulness.

Irregular attendance upon our schools is a great obstruction in the way of their improvement. Parents are not always aware of the evils arising from this cause. Know, then, that we can act only in the present. If this be unimproved, it is gone forever. Let us also remember that hours and minutes are of more value than dollars and cents, when our schools are in session.

Your committee are convinced, by the experience of practical teachers, as well as from their own observation, that a school will not advance in proportion to the fewness of its scholars. We believe a school of forty pupils, if properly classed, will make as much progress in the aggregate, in a given time, as it would with a smaller number. In a class pursuing the same studies, a degree of zeal will naturally spring up. They stimulate each other. Thought elicits thought, and they return from their recitation with more cheerfulness and clearer views of the subject than they would have had if each one had recited separately.

Having made some comparison of the advantages for schooling employed, we do not hesitate to say that in our opinion the advantages of the larger districts are more than equal to those of the smaller.—*S. G. Dearborn, J. M. Forest, Superintending School Committee.*

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Pembroke.—One of the obstacles to their advancement is a disposition, and sometimes almost a determination on the part of many committee men, to secure a new teacher each term. A stranger comes into school unacquainted with the inhabitants of the place, or the wants and standing of his pupils. One or two of the first weeks are spent principally in ascertaining the "stamina" of the new teacher; and this often ends in a contest to decide who shall govern. The teacher may be faithful or he may not. Respecting him all is uncertain, with the exception, he must have his compensation. We have witnessed with pain the indifference with which some agents hear the modest suggestions of others, and the exertions they use to obtain a teacher of the first order.

"If our memory runneth not at random," there is a district in this town, which, in the last ten years, has had twenty schools and twenty different teachers.

In our humble opinion, this school, considering its advantages, is the most backward in town, and has the past term shown an unbecoming opposition to salutary restraint.

Youth and inexperience are not to be overlooked in a teacher. The evil effects resulting from these may perhaps be better illustrated by reference to common business transactions. Does a man designing to erect a spacious edifice apply to a young man who has just completed his apprenticeship, to draw his plan, give him the dimensions and quantity of his lumber, and make him foreman? What should we think of the farmer who employed as his principal help in hay season, a stout, athletic man, who had the theory, but who had never mowed a clip? But "they offer to teach cheap!" Cheap teachers—cheap schools. Most teachers, both male and female, know the value of their labor. What is a dollar or two, or even five, in prospect of having a good school, or its name?

Our primary schools deserve a deeper interest and a more parental solicitude. Our children are their inmates—here they must receive the *foundation*, and many their *whole education*—here the leading traits of character are commenced. Soon all our institutions, of which we are so jealous, the establishing and the preservation of which has cost so much life and treasure, will fall into their hands.

It is the right training of immortal minds, we advocate. It is the instilling of those principles which are sweeping over the earth, and at whose approach, despotism and oppression cover their faces; for thrones and crowns no place is found; even the Pope flees at the sound of their coming, and leaves his key at the mercy of the populace.—*Francis Vose, Moses B. Haseltine, Superintending School Committee.*

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Pittsfield.—Many things may contribute to the prosperity of our common schools; but three things are essential to their utility, namely: good school houses, good parents, and good teachers. 1st. There should be warm, convenient school houses. If the place where the children assemble for instruction is cold or unpleasant, or the seats unsuitable, they suffer a great loss. 2d. Parents should be so interested for the improvement of their children as to require their attention and obedience in the school room. Some are frequently so tender, so indulgent of their children, as to exert a bad

influence upon the school. It is no wonder that some districts can never have a good teacher. The best efforts of the best instructors will be in vain without the confidence and hearty co-operation of parents. 3d. Without a good teacher, all other advantages will fail to make a useful school. It is not every young lady or gentleman thoroughly acquainted with grammar, arithmetic and geography, who is fit to have the care and training of youth. Very many who undertake this calling are ill adapted to discharge its obligations. A school will not be profitable unless the teacher is duly interested in the work of instruction. If his great object is to relieve the district of their school money, it is worse than thrown away. If he feels that his business is important, has enthusiasm for it, and pleasure in it, much of the same spirit will be communicated to his scholars, awakening their ambition, leading them to aspire after high attainments in knowledge. Endeavor then to secure a teacher who has energy, an aptness to teach, and love of teaching. —*J. M. Coburn, M. Norris, W. G. French, Superintending School Committee.*

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Salisbury.—If scholars are irregular in their attendance, it will prove a great hindrance to their improvement. An idea seems to prevail that in free schools the pupils may be absent nearly half the time, without much if any loss; but in private or subscription schools they must attend constantly, in order to get their money's worth. It is often a grief to the teacher, as well as a detriment to the pupils, to have any of a class absent when important principles are explained. He must either go over the same a second time, or the absentees lose the advantage of his explanation.

There is a serious want of punctuality in most of our schools, which it is very desirable might be remedied. The average number of scholars is only about three-fourths of the whole number, so that one-fourth of the money expended is not made available, as it might, to mental improvement.

To conclude, we would urge parents to afford their children all convenient opportunities for acquiring useful knowledge; teachers to govern with kindness and instruct with fidelity; and scholars to obey their instructors, and use their privileges to the best advantage.—*V. Little, for the Committee.*

WARNER.—Your committee are of the opinion that the number of our school districts is already sufficiently great, if not *too* great. We have in this town 23 districts, several of which have only from 10 to 18 scholars, and but a small amount of school money. The causes which have contributed mainly to the multiplication of school districts are, sparseness of population, a prevalent belief that the comfort and well being of children require that the school house should be near at hand, and school district dissensions.

Such are the most prominent causes which have produced the divisions and sub-divisions of school districts. We would by all means discourage any further divisions of this character. Suppose the amount of money which a district has to expend in employing teachers to be $50 a year. At a compensation of $13 per month, a male teacher could be employed 10 weeks in the Winter, and at $6 per month, a female teacher could be employed 10 weeks in the Summer. Suppose this district to be divided: the proportion of school money which would then fall to each would be but $25, and at the same rate of compensation, the Winter school would be only 5 weeks, and the Summer school 5. In addition to all this, it should be remembered that the last 3 or 4 weeks of a short school is worth as much as the first 5 or 6. It may be that 23 districts is no more than we really need for the proper accommodation of the people, but by all means we would avoid their multiplication to any greater extent. We would *unite*, rather than divide any *further*. Our observation warrants us in saying that those scholars who go large distances are as early and regular in their attendance, and finally prove to be as good scholars, as those who live under the shadow of the school house. Instead, therefore, of recommending any *more* districts, we would rather recommend the consolidation of old ones; the formation of new districts, by uniting two or more small and feeble ones together, or the annexation of one or more such to a healthy and vigorous district.

Of the progress which has been made the past year we shall not speak particularly; but in general terms we are enabled to say with truth, that our schools have probably never appeared so well. Your committee, in the first place, have endeavored to do their duty in the examination of teachers and of schools. The teachers, for the most part, have labored faithfully and well. The people of several districts have evinced their interest in the cause of education

by visiting their schools, and promptly furnishing books, &c. for their children; and the scholars, as a legitimate and necessary result, have labored well and improved rapidly. We are growing more and more in favor of our system of common school education. It is essentially *democratic* in its character. The rich and the poor—all classes are privileged alike. It becomes our people at large to encourage and sustain this common blessing for the common good.—*J. S. Herrick, A. B. Kelley, W. Harriman, Superintending School Committee.*

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Wilmot.—The office of Prudential Committee is one of vital importance to the prosperity of our free school system. It is highly important that they should be persons who take an interest in the schools, and are willing to make some sacrifice to procure competent teachers, as well as use their influence to promote the welfare of the schools. Your committee regret to say that several of the Prudential Committee the past year, either from negligence or a misunderstanding of the present school law, have been very remiss in many important duties pertaining to their office. No person should be permitted to enter the school room as a teacher without having first obtained from the Superintending Committee a certificate of qualifications, nor should they receive any compensation for teaching, until they have made the report by law required of them at the end of the school. Yet many of the schools have commenced, and some have nearly expired, without the teachers having applied to the Superintending Committee for a certificate of qualifications.—*John Brown, James Brown, John Woodbury, jr., Superintending School Committee.*

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## HILLSBOROUGH COUNTY.

Amherst.—In this brief report we will first answer some questions that have been proposed to us.

Has the Teachers' Institute been beneficial to our schools?

Most assuredly it has. No one that was present at the closing examination of Mr. Sawyer, Esq. Smith and Miss

Bliss, can for a moment doubt it. The pupils acquired more thorough practical knowledge under them, than under their predecessors for the last three years. The same may apply to some of the smaller schools. Two Institute graduates have failed. This fact argues nothing, for no institution, in the opinion of the committee, would make them good teachers. As most of our successful teachers have been members of the Institute, and have unquestionably derived from it important practical information, which is felt even beyond the school room, we ought in future to contribute our mite for its support.

Has the teacher a right to strike a pupil?

It has been decided in courts of justice that the teacher has the same authority in the school room as the parent at his own fireside. He acts in place of parent.

Can the schools of Amherst be governed without corporeal punishment?

Most of them, in the outskirts of the town can with judicious management. But Nos. 1 and 2 cannot. Teachers have tried moral suasion in these. In a short time there would be nothing but confusion, the pupils uttering oaths to the teachers that would disgrace a grog shop. Corporeal punishment lies at the foundation of parental government. What parent can be found that has not, sooner or later, been compelled to resort to it? If removed entirely from our schools, the authority of the teacher could not be maintained.

Where large scholars are disobedient, which is preferable, expulsion or the "Wild Cherry?"

Of course, we say the latter. It is very important that we should secure teachers physically qualified for the office. This point has been too much overlooked the past year. If the teacher cannot govern the scholar, the teacher, not the scholar, should be the one to leave. Supposing you expel unruly members, you do not get rid of them. So far as our observation has extended, they continue to prowl about the school house and lead others astray, naturally well disposed. Once get up a "wake," there is always enough to follow in it, with little consideration. They are not only deprived of their schooling, which such characters most of all need, but go into the world unsubdued, making troublesome and headstrong members of society. "Lectures on obedience," says one, "again and again repeated to no purpose, should be enforced and illustrated by means of "wood cuts." The safest and most advisable weapon to be used is a small "raw hide."

Fractures of the skull and bones of the extremities, and other serious injuries, have occurred from the indiscriminate use of clubs and ferules.

Who shall constitute the Superintending School Committee?

If we had an academy in this place, with a preceptor worthy of the name of preceptor, such a man would be competent to superintend our schools. The liberally educated clergyman comes next. His studies, his intercourse with the learned men of the day, his leisure to attend conventions, associations and institutes all peculiarly qualify him for the office. The clergyman and preceptor would or ought to be in advance of our schools. Their prosperity depends very much upon the prudential and superintending committees.

Russell's series of reading books and Adams's Arithmetic (last edition) should be introduced as fast as possible into our schools. We have insisted on letter writing the past winter, and perfectly succeeded in seven of the ten districts. At the closing examinations many of our school houses were crowded with attentive spectators, who, we presume, went away well paid for their visits. Most of our schools have been remarkably successful. Never have we known teachers so energetic, so devoted to their calling; and we will here return our thanks to them for their willingness to adopt and carry out the suggestions of the committee.—*G. W. Moor, Joseph Mace, Superintending School Committee.*

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Antrim.—The things in relation to our schools mainly required by the present state of society, seem to be as follows:

Greater attention to obtain teachers possessing the tact to manage and govern the school well. Order is Heaven's first law. A school like a Babel, noisy and ungoverned, the more of it the worse. It is indeed a tremendous curse to the morals of the district.

Care to obtain teachers of activity and energy. A dull, indolent teacher will infallibly make a dull, lazy school.

Greater anxiety to have a good school than a long one. The true policy is to pay teachers well, but to insist that their qualifications shall correspond with the price, and that they shall actually earn their money. No one is fit to be a teacher of the young, unless he can wake up their energies, command their respect, maintain order, and set before them a pattern of good manners and good morals. It is absolutely certain that such a teacher will do a school more real

good in four weeks than an indifferent teacher in three months.

Our children, it has been truly said, pass, in the course of their lives, through three distinct schools—the domestic or family school, where they get a large part of all the good or all they ever know; next, the district school; and last, the great school of the world. In all these they are in a course of training of some sort or other, for a future and final state. The nearer we can bring our district schools to the pattern, literary and moral, contemplated by the constitution and laws of New Hampshire, the more we shall do to help our youth to enter upon and pass through the great school of the world, with credit to themselves and usefulness to society.

It is to be regretted that about 120 children in this town, between four and fourteen, have not attended any school. Total number of scholars in town, 402.—*John M. Whiton, for the Superintending School Committee.*

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Bedford.—I consider the chief advantage of visiting schools is derived from the fact that scholars and teachers will feel an increased degree of accountability and responsibility, in consequence of knowing and feeling that their labors and improvements are to be the subjects of scrutiny.

There has been a manifest improvement this year in the order of our schools, and history, writing and correct spelling and defining have become more general, and I think we have reason to believe that the appliances of the friends of education, brought to bear upon the present generation, are not wholly lost, and that there is a steady advancement in the condition of our schools.—*B. F. Wallace, for the Superintending School Committee.*

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Bennington.—Your committee would respectfully represent that in their opinion the schools in the town have made all the progress the past year which could be expected under the present state of things. We feel confident that the schools might make much greater progress, if they would adopt a more systematic course of instruction; and that the beginning of this course is to make an entire change in the books used. There seems to be much apathy among parents, which should be done away with, in order to secure the interest of the scholars.—*Joseph B. Parsons, John H. Fleming, Superintending School Committee.*

Brookline.—It is a fact that the first painted building within our borders was a school house. The attempt to make this building an agreeable resort for the young, was successful. About this time our school houses were the most attractive looking buildings in town. Then no adjoining town had better school buildings than this. How is it now? For more than thirty years these houses have stood with very few repairs or alterations. The busy elements, assisted by the rude hands of ungoverned children, have sadly defaced them, inside and out. Their dingy walls, prison-like seats, leaking roofs and creaking shutters, plead eloquently in favor of other and better accommodations. These houses do no credit to the town. Every acre of land in town would be enhanced in value by erecting new and pleasant school buildings. Nothing tells better for a town than good school houses. They recommend your farms, and speak well of the judgment of their owners. Even those having no right of soil are not uninterested. Our very lives are worth more; we enjoy more while we live among people who are liberal and judicious in their appropriations to advance the education of their children. Who does not take notice of school houses as he passes through a town. And may we not form quite a correct opinion of a place, from these buildings.

We would suggest that if all parents would see that their children are regularly and punctually sent to school, they may rest assured that the value of our public schools would be greatly increased. If they feel that the schools are important, their children will feel so too. If they sustain and encourage the teacher, the children will feel that he is worthy of their respect. If they uphold his discipline, their children will be likely to submit to it cheerfully. When parents speak against the teacher in the presence of their children, they do an incalculable injury to both themselves and the school. The sure ruin of a boy is for his father to take his part if he is corrected at school. If, therefore, the parents of a district say they have or have not a good school, they may be very properly asked how far they themselves are to be blamed or praised for what it is. We should be ever mindful of the fact that our schools have to do with the most important and interesting object ever created by Omnipotence. We mean the human mind, that subtle, immaterial agent which measureth the broad arch of the heavens, and sends the fierce lightnings that they go and say,

"Here we are." The wonderful endowments of our race point out our duty with certainty. It is the eternal nature of the soul to make all things its own, and it is the grand prerogative of a virtuous mind to make all excellence its solace and its food. Is a diamond beautiful? Mind will set it all on fire, and from its flame educe truth more sparkling and profitable than the perishing gem. Is light transparent? Mind lays hold of a ray, and with a scalpel more etherial than the subject it dissects, spreads before the eye of admiration the discriminated hues which, in diversified combinations, tint the rose and form the rainbow, beautify the earth and adorn the heavens. Mind, thrown into the lowest value of nature, an intangible and immortal essence illumes whatever is dark, conquers opposing strength, and with pinions swifter than the lightnings' wing flies an angel flight forth and right on whithersoever it will.—*Nathaniel Shattuck, I. Bard Sawtelle, N. H. Shattuck, Superintending School Committee.*

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Deering.—*Deficiencies in the order and government of schools.* "Order is heaven's first law." Without order, no school can ever be prosperous, or of much if any use. When scholars assume a spirit of insubordination the school is no longer what it should be. A few only of such spirits, especially if they be of the larger class, are of incalculable injury to any school. It is greatly to be regretted that this spirit has been prominent in some of our schools, and the progress of the scholars hindered thereby. Some who have become men in stature and should be good examples to others, have need yet to learn what are the first principles of propriety.

*Deficiencies in their social and moral character.* Next to the domestic circle, our schools exert the greatest influence in forming the social and moral character of our children. Notwithstanding the special suggestions of your committee at the commencement of the schools on this subject, there seems not to have been much if any attention given to this subject in some of our schools. But scholars in some instances have been permitted to be just as rough and clownish as they please in their intercourse with each other, and before their teacher, if not towards him. If immoralities have not been licensed, they have not been checked. Such schools, instead of elevating, are debasing to social and moral character. Under such training it would not take long to

reduce a civilized community to a state of downright barbarism. The laws of the State require that every teacher of youth shall sustain a good moral character, and instruct their pupils in the principles and practice of moral virtue and piety, as forming the main support of our free civil institutions. With a view to carry out this provision in the statute, your committee have recommended to all the teachers in the several districts to instruct weekly from the decalogue, otherwise called the ten commandments; to have their pupils generally commit them to memory, if they were not already familiar with them. This recommendation was made because these commandments embody the only true principles of all moral virtue and piety; and because the breach of any one of these commands is a violation of the civil law, and as such, exposes the breaker to a civil penalty. The civil as well as moral interests of our youth and community are therefore here involved. It is to be regretted that there should be any objection to so important and essential instruction in any of our schools.—*Edmund Burt, Enoch Selly, Superintending School Committee.*

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Francestown.—In the opinion of your committee, the past year has been one of prosperity. We would present the claims of the Teachers' Institute to your favorable notice. Our School Commissioner speaks of it in his annual report very favorably, as "an efficient instrumentality in the qualification of teachers and the improvement of common schools." We wish to bear our testimony to its good effects on the schools in our town. The amount asked for is small. Let us not grudge so trifling when it will secure so valuable an object.

Our school system is the boast and pride of New England, but in order to secure the most valuable results there should be perfect harmony and blending among all its parts. There is no separate interest: the children, the teacher, the parents, the Prudential Committee, the Superintending School Committee, the School Commissioner, the legislature, all are parts of one beautiful whole, and it is emphatically wisdom for all to act in accordance to the beautiful motto—"*All* for *each* and *each* for *all*."—*Jona. McGee, Harry Brackett, Linsley K. Brown, Superintending School Committee.*

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Greenfield.—It is to be regretted that parents feel so little interest in the improvement of their children, or that

they should interfere with the regulation or discipline of the school, as we fear has been the case in some instances the Winter past.

We should not discharge our whole duty without saying that in the aggregate our schools are improving—are rising year after year in the scale of intellectual improvement. Here permit us to specify penmanship. Three-fourths of all the pupils we think have been successfully engaged in this branch. Nor should we fully discharge our duty without a word in behalf of the Teachers' Institute. Several of our teachers have been favored with its advantages, and the influence has been very perceptible in the schools which they have instructed, and our money cannot have a better appropriation than in the support of this institution.—*D. P. Smith, P. C. Whittemore, N. Emerson, Superintending School Commtttee.*

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Hancock.—The Superintending School Committee take much satisfaction in reporting the condition of our primary schools the past year. The several districts have all been very successful in securing good teachers. No unhappy disturbances have occurred in any of the districts—no teachers dismissed, and no scholars expelled; and it is believed that our schools have prospered as well or better than in any previous year. An increasing interest is manifest throughout the town with parents, securing a hearty co-operation with teachers, and an early and in most cases a constant attendance of the scholars. In a few of the districts the school houses are in a bad condition, but such districts have assured the committee that such reparation and improvements as the interest of the schools demand shall be speedily made.—*Joseph Davis, Jas. M. Stickney, Lorenzo Tandy, Superintending School Committee.*

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Hillsborough.—A pleasant and comfortable school room, in a pleasant location, has a powerful influence on children and youth for good. Health, spirits, diligence and general improvement are the fruits. A cheerless room, falling to pieces, hard and inconvenient seats, and air heated to the boiling point where the head is, and condensed to the freezing point where the feet are, and, by being breathed so often, well nigh exhausted as to its vital part—is it strange if the scholars are dull and sleepy, or uneasy and peevish? Is it

strange if they lose one-third of their time, and experience an equal loss in disposition? On some of these points the houses in Nos. 2, 3, 6, 16 and 17 are clearly guilty, and should have writs served upon them at once, and either be carried to jail or give bonds, with sufficient securities to keep the peace, and furnish better accommodations hereafter; and if about all of them were required to prepare their windows so that the bad air could be let off at the top, it would be but a just requisition.—*R. Page, A. C. Burnham, Superintending School Committee.*

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Hollis.—It is thought by many, and probably by nearly all who have duly attended to the subject, and are therefore competent judges, that the Teachers' Institute is one very important means of qualifying teachers for the skillful and successful performance of their duties. Several of our teachers have enjoyed the advantages of this Institute, and by their success have demonstrated its utility and importance. It is therefore hoped that the Institute will continue to be patronized and sustained.

Let committees, teachers, parents, all faithfully perform their respective duties, and our schools will be improved, and eventually become what they were designed to be, nurseries of useful knowledge, virtue and piety, the palladium of our liberty, and the basis of our national prosperity.—*T. G. Worcester, J. L. Colby, Nathan Willoughby, Superintending School Committee.*

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Hudson.—In some of the schools a spirit of insubordination was manifested; and in District No. 1, three of the male members were expelled. In District No. 8, the committee were called upon to restore order. The member who made the disturbance, making satisfactory overtures, was not expelled. The remaining districts have enjoyed good order, and as far as we have been able to judge, have made good improvement.—*Jonathan Hall, James L. Pierce, James Emery, Superintending School Committee.*

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Manchester.—The whole number of free public schools in Manchester, at the present time, is twenty-nine, besides several respectable and well attended tuition schools.—We have, in District No. 2, including the city proper, ten primary schools, six middle, two miscellaneous, two grammar, and one high school.

Our primary schools are for all children over four years of age, who are not prepared to enter the middle schools. In these schools are taught reading, spelling, arithmetic, geography, abbreviations, combination of numbers, arithmetical tables, marks of punctuation, singing, the Lord's prayer, &c. At the commencement of each term, the committee visit these schools, and select such pupils as are qualified for the middle schools.

In our middle schools are taught reading, spelling, geography, history of the United States, and mental arithmetic. These schools are visited at the beginning of each term, and those found qualified are permitted to enter the grammar schools.

The teachers in each of our grammar schools consist of a male principal and two female assistants. These schools, situated one at the North, and the other at the South part of the city, are both in a very flourishing condition, having about an equal number of scholars. The North grammar school has been in operation only a few weeks, but bids fair to become a successful competitor to the South. The course of study in these schools consists of reading, spelling, mental arithmetic, practical arithmetic, English grammar, geography, U. S. history, physiology, declamation and composition. The instruction in all the branches taught in these schools is designed to be very critical, as a preparation for entering the high school. Those wishing to enter the high school from the grammar schools, or otherwise, have to be examined by the committee, in all cases.

Our high school is under the instruction of a male principal and two female assistants. It is in successful operation, though some scholars have found their way into it who should be, at the present time, in the grammar schools. We have not seen fit to reduce them to their proper place, knowing the dissatisfaction which would attend such a course. We would earnestly recommend to our successors not to admit any more into this school who are not amply qualified for the place, both in education and character. Should the policy be pursued which has been practiced in time past, our high school would be overrun by those who would be doing much better in our grammar schools; and the character and efficiency of our high school would be very seriously injured. The time required to complete the regular course of study in this school is three years; and this course is consid-

ered sufficiently thorough to qualify the student for entering most colleges in the States.

The Scriptures are read daily in all our schools, and some instructions are given in morals, in singing, and in healthful exercises. A writing master has been employed in the high and grammar schools, and we would recommend a similar course in future.

Geographical outline maps have been purchased for four of the middle schools, and for both of the grammar schools; and outline anatomical plates for the high and grammar schools, to assist in the study of physiology. The two middle schools, recently opened in rooms under the new grammar school, should be supplied with geographical outline maps at the beginning of next term.

Notwithstanding the excellency of our schools, their great number and variety, we regret to say that hundreds of children and youth, not only foreigners but natives of our own and other States, are not brought under their influence, but are daily strolling about our streets, preparing themselves to live in poverty and disgrace, or to be sent to the penitentiary. Many have grown too old in ignorance to enter our primary or middle schools without feeling very sensibly their deficiency; so much so, as to deter them from ever making the attempt. Many others are anxious to go to the grammar schools, who are entirely unqualified, and who think themselves too large to enter the middle schools. Another class are very desirous of attending school, but feel themselves too old to attend the grammar schools, and are in no way qualified to enter the high school. Another class, of almost all ages from twelve to twenty, are willing to go to any school during the short time they can be spared from their work, but are desirous of attending to writing, written arithmetic, &c., while they are not prepared to enter the grammar schools, and never can be, in the short time they are permitted to attend school. If such individuals grow up under the present arrangement they must enter upon the duties of citizens without a knowledge even of figures or of writing.

To obviate these difficulties, with others of equal importance, we most heartily recommend the establishment of a school, to be under the instruction of a competent male teacher, and open for scholars of all ages and qualifications, where all the branches shall be taught which are now taught in our primary, middle and grammar schools. This school might appropriately be called the accommodation school.

Such a school would be of incalculable benefit to the community, and we sincerely hope that measures will be taken for its establishment during the present year.

At the last annual meeting of School District No. 2, $6000 were raised for the construction of a grammar school house on Spring Street, with rooms in the basement for primary and middle schools. The cost of the house has somewhat exceeded the appropriation, and we doubt not the district will take measures, the present year, to pay up the arrearage. This building far surpasses, in style and external appearance, any other school house in the city, and reflects much credit upon the building committee. Its internal arrangements, however, particularly the construction of the seats, does not, generally, meet our approbation. We think chairs should have been used instead of benches. The large room in the second story of this house will seat over two hundred scholars, and is occupied by a grammar school.

In consequence of the great amount of glass broken out of the Park Street house by certain lawless, vicious boys, we have been to the expense of putting blinds on it; and we feel confident they will be a saving in the end.

In a growing community like our own, appropriations must be made yearly for the purchase of lots, and for the erection of school houses, &c., or the city must ultimately suffer the consequence, in the ignorance of its inhabitants, and in the punishment of crime. These demands should, therefore, be most cheerfully met.

The appropriation for schools the past year was very liberal, being $7,500. In addition to this, $229,50 was received from the State literary fund. A larger amount will be necessary for the year to come, as five new schools were put in operation at the beginning of the last term. The appropriation for the year to come should exceed that of the past by from 1500 to $2,000, in order to keep the present number of schools in operation.

On reviewing the labors of the past year, the committee regret that they have not been able to discharge the high responsibilities which have devolved upon them with more satisfaction to themselves and with greater benefit to the community. As this responsibility is soon to be assumed by a new board, we would earnestly urge the hearty co-operation of parents and friends, as well as the fostering care of the city government. No six men can properly discharge the duties of school committee in a population like our own,

without some adequate compensation from the city, or a loss to themselves. The policy of reducing the pay of men of business and talent, who have the charge of our public instruction, is at least a very questionable policy.

Could parents be made sensible of the benefit which would result from their occasional presence in the school room, they would be induced to find one hour in a month, at least, to spend in this manner. But the committee regret to say that in all their visiting they rarely have had the pleasure of meeting any of them there. The occasional visiting of parents and friends imparts a new stimulus, not only to pupils, but to teachers. We should realize that constant teaching is a laborious business, and that monotony in the school room is as enervating as in any other place. It is the duty of parents, of guardians, and of friends, to impress upon the minds of children and youth the importance of education, of good behavior, and of punctuality; and to stimulate and encourage them by their occasional presence.—*James Hersey, A. M. Chapin, Wm. Grey, Ephraim Stevens, jr., Superintending School Committee.*

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Mason.—Our schools the past year have generally done well, some very well. Where this has not been the case, the failure, perhaps, in every instance, could be traced to some defect in the *government* of the school.

In our intercourse with teachers we have aimed to impress them with the importance of thoroughness in primary studies; especially have we urged them to bestow great pains upon spelling and reading. We have sought to magnify the spelling book, and to repress the common desire to pass on to higher studies before those which precede them are well understood. Good order we have insisted upon as indispensable to success, and a gross want of it, an utter disqualification in a teacher.

Your committee are happy to say that the condition of common schools in this town is improving, slowly, indeed, but surely. We believe this, because we perceive a growing interest in their prosperity annually becoming more wide spread and universal. This must increase if the public attention can be kept directed to the subject. To this point then should we turn our efforts. "Keep it before the people," is the watchword of success. Better school houses,

better teachers, better scholars will all spring into existence when "we the people" will it in good earnest.

As an important auxiliary to common education, we commend the Teachers' Institute to the favorable notice and action of the citizens of this town. A small appropriation from each town is sufficient to keep these important schools in operation, conferring annually upon our communities, by improved instruction, a benefit which dollars cannot compute. These teachers' schools have been in operation in this county for two years. Teachers from this town have attended, and our schools have derived profit from those there instructed, but at the cost of others. Common justice demands that we should now begin to share the burden and expense of their support with other towns.—*Thos. H. Marshall, John Woodbury, Willis Johnson, Superintending School Committee.*

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Merrimack.—It has been our intention to approbate those teachers only whom we found qualified for their trust on examination; still, some on trial seemed to be far more efficient in their discipline and mode of imparting instruction than others. The want of success is often more owing to parents than teachers. This will appear less strange when we consider that all pupils are not under the same restraints at home; some being governed by moral suasion, some by the rod of correction, and others suffered to be their own masters. This being the case, it becomes parents, one and all, to co-operate in the government of their schools, and to aid the teacher, by precept and example; to visit them not less than once, and if possible, twice each term. Should we adopt this practice, each one would be able to judge of the merits or demerits of our teachers, without depending almost entirely upon hearsay; besides, it would produce an interest in the teacher and pupils to prosecute their studies, which could not otherwise be expected.

We would remind the Prudential Committee that they occupy a very important station as to the welfare of our schools, perhaps more so than they are generally aware; and as this is an office devolving upon each parent, it should be thought a pleasure, rather than a burden, to perform faithfully the duties which the law requires, and one especially that has been so much neglected, that is, of visiting the

schools, in order to judge for themselves whether the teachers they are entrusted to hire discharge their duty.

We would also recommend to have our Winter schools commence generally as soon as the first of November, and if convenient, sooner, as the weather in the fore part of Winter is more favorable for children to attend. One principal cause of the average attendance of our scholars being so small in comparison with the whole number, is owing to the inclement weather. With respect to the Teachers' Institute, which has been in operation the last two years, we are induced to entertain a favorable opinion, having visited it while in session, and having an opportunity of knowing the influence it has on some of our teachers, we do not hesitate to recommend it, as worthy the continuance of your patronage. It would be very desirable to have all our teachers embrace the opportunity of attending it. They would not only be benefitted themselves, but better prepared to discharge their duties in school.

In looking at the last year's reports of the different towns throughout the State, we find an increased interest in the welfare of their common schools. Many have taken a decided stand to reform their schools, by making their houses more convenient, and rendering such other assistance as is necessary to keep up good schools. It would be highly gratifying to see something of this spirit manifested in this town. The high school, which is about to go into operation in this town, we hope will act as a stimulus to our citizens in the cause of education. It is in our common schools that our children are to lay the foundation of their future knowledge. The importance of laying a good one is manifest to every parent, whether he discharges or neglects his duty towards his children.—*Marshall Meriam, Leonard Walker, Caleb Jones, Superintending School Committee.*

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Milford.—When a Spartan mother was asked what jewels she had in her possession, she immediately brought forward three beautiful sons, saying—"*These are my jewels.*" Such has been the language of the heart of many a fond parent; but alas! many are far more anxious to *produce* children, than

> "To form their minds with studious care,
> To all that's manly, good and fair."

A child doomed to ignorance, and left to grow up by chance, uncultivated and rude, instead of being a jewel, will be like

a venomous serpent in the bosom of society. He will be a prey to every evil passion, and his influence blasting, like the Sirocco of the desert. The moral, physical and mental training of the young should be one of the first objects of every community. Without this, social and domestic life lose their charm—the name of Freedom is but a mockery, and the search for happiness a hopeless crusade. The Superintending Committee have endeavored, to the extent of their ability, to promote the cause of sound education.

Your committee have been gratified at the increasing attention manifested during the past year, by the teachers, scholars, and in some instances by the parents. Able teachers have, with very few exceptions, been employed, who have given their talents and their best energies to their work. Among the means that have tended to advance the cause of education, the following may be mentioned: 1. An increase in the amount of school money. 2. A division of one-fourth of all the money equally among the several districts, whereby the smaller districts have been greatly benefitted, while the larger have not been injured. 3. A complete set of school books has been adopted; some new, others such as were used before.

The work of adopting a set of text books was one upon which your committee entered not without misgivings; and but for the magnitude of the evils to be removed, they would gladly have let things remain as they were, as some opposition would, of course, be shown. It is believed, however, that the measure was considered judicious by all reflecting minds; but one teacher writes in her report that she found it difficult to get the changes made, the parents saying that "the old books were good enough." Do those fathers say the same of their old-fashioned bungling manure forks, and ploughs which would almost make their cattle weep? It is no extravagance to say that the improvements in school books have kept pace with the improvements in farming implements. And shall we be careful to avail ourselves of all improvements in other respects, but when we come to deal with the priceless intellects of our youth, shall we say that no improvements are necessary? Tell it not in the streets of Milford, lest the very stones utter their terrible rebuke! "It is very important that Superintending Committees should judiciously exercise the power *vested in them*, and introduce the most approved books, whenever they may be needed."

A few remarks on the qualifications of teachers. A teach-

er should possess thorough literary qualifications, but that is not all. He should have energy, judgment, a good disposition, a faculty to devise ways and means, and carry them into execution ; he should have a love for his employment, and a fondness for children. He should be acquainted with human nature, that he may know how to deal with different dispositions in their different phases. He should not be a spiritless, sleepy drone, but should throw himself, soul and body, into his work. He should not be a conceited coxcomb, to be wondered at for his awful learning and accomplishments, but should be affable, kind and agreeable. His government should be firm, decided, yet not despotic. Of all things he should avoid partiality. It is sometimes the case that a teacher's *heart*, and a pretty good share of his *time*, are given to two or three young ladies.

But it may be asked, can such teachers be always found? They can be if the community demand them, and will pay them. Agents should spare no pains in securing competent teachers, and none others should be employed. Do not hire a stranger unless he can produce unmistakable recommendations. A piece of paper from the preceptor of some school is not enough.

It should be one of the first objects of philanthropists to place the common school on a proper basis. It has been styled the people's college. Here the masses are to be taught. The scholastic training of thousands begins and ends here. Here all classes meet on a level. The children of the wealthy are to be regarded as no better than the children of the poor. If one is poor, there is the more reason why he should be well educated, for that is his portion. In the common school, freedom is to be nurtured, moral principle to be established, a right direction is to be given to thought, a proper balance to be given to the various powers, the manners and habits to be moulded for manhood ; and as is the seed sown, and the culture given to it here, so will be the fruit to be gathered in after years. The interests of the whole community are involved in the cause of popular education. The man without children has interests, the safety of which is greatly affected by the question whether the rising generation around him are receiving a proper education or not. The man who grumbles at his school tax merely because he has no children, is lighting the torch that may consume his own dwelling. If he cannot pay a light tax which tends to his own safety, and that of his property, to

carry out the principle, he should never visit an insurance office, to make provision for the repair of his loss when his house is consumed. Ignorance is the parent of vice. It is a dangerous element in society. Why are the Lawrences. those millionaires, constantly making donations to found institutions of learning? Those far-seeing men well know where lies their safety, and that of the community. It is in the general diffusion of knowledge. It is in giving to the minds of the young a right direction.—*J. W. Pillsbury, L. D. Bailey, Superintending School Committee.*

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Mont Vernon.—Our public schools are deservedly among our most cherished institutions. The attention given to this institution by our legislature, and the interest felt in it by the people of this State generally, is deserving of praise. Our common schools have already become such that they afford ample means for a thorough English education, qualifying men for all the ordinary business of society, and laying a foundation for intelligence and usefulness in the various walks of life. They are the offspring of our holy religion, as are all our free institutions, and under God they are the hope of a free people.—*Bezaleel Smith. Samuel Campbell, J. E. Bruce, Superintending School Committee.*

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Nashua.—The selection of teachers is a subject of such vital importance to the welfare of our schools as to demand a particular notice in the report of your committee.

So many opportunities and advantages are now afforded to those who propose to engage in the business of teaching, by which they may be thoroughly trained and qualified for their office, that it becomes those who are appointed to watch over the interests of our common schools, to procure such persons for teachers as have practically availed themselves of these facilities, and are qualified to engage in their profession with ability and success. It should not be regarded as a sufficient reason for employing a teacher, that he brings with him an ample file of recommendations, or that he has already had some experience in his calling, or has been a regular attendant on the Teachers' Institute. All these things are very well and may be in his favor, but they are not always evidence of his qualifications. Great good has been accomplished by the Teachers' Institutes, and we have no doubt that much more will be derived from them, if they are properly managed. But those who attend them should re-

member that they were never designed to supersede other modes of acquiring an education, and that, in order to derive much advantage from them, there must be "a previous and well laid foundation of knowledge elsewhere." It is required by law that every applicant for the office of teacher shall undergo a thorough and satisfactory examination by the Superintending Committee, and if, upon an impartial trial, they are convinced that the candidate has not the requisite qualifications, he must be passed by, and the Prudential Committee must procure a person who will give evidence of having suitable powers and attainments.

It will be perceived by the foregoing remarks that an early selection of teachers should be made by the committees appointed for that purpose, in order that a substitute may be found if the first should not be approved, on examination by the Superintending Committee. It has sometimes occurred that a teacher has presented himself for examination but a few days before the commencement of school, or not till he has been for a day or two installed as master, and the Superintending Committee have been placed in the unfortunate position of being compelled to grant a certificate to a person whose fitness for the station they very much doubted, or of deferring the opening of the school for an indefinite time, until another candidate could be found; thus causing disappointment and inconvenience to the people of the district. That these suggestions may not appear uncalled for, the committee feel bound to refer to a case which occurred during the past year. An applicant for one of our advanced schools presented himself for examination some weeks before the term began, and after two impartial trials the committee were obliged to decline giving him a certificate, and advised him to make no further effort to secure the place. The Prudential Committee were informed of the result of the examination, but instead of securing a better man, this same individual was advised to make a third effort to obtain a certificate. He was reluctantly admitted to another examination, under which he appeared, in some respects, worse than at the two former; and when informed that the committee could not approbate him, his indignation overleaped the bounds of civility and good manners to such a degree as entirely to confirm the opinion previously formed of his character and unfitness for the office of an instructor of youth. As this individual was a member of the Teachers' Institute, and came highly recommended as a person well qualified to instruct in

all the branches usually taught in our common schools, it may be worth while to report a few of his answers to questions proposed to him in geography. Q. What is a gulf? A. A large body of water. What is a channel? A ditch dug in the earth by men. What are the highest mountains in Europe? The Atlay mountains. What straits between England and France? The straits of Constantinople. Where are the straits of Gibraltar? Between North and South America. What is the number of degrees from the Equator to the Pole? One hundred and sixty. In grammar he was equally deficient, being quite unable properly to define the common parts of speech, or to give the distinction between different forms of verbs; and when pressed on these points his uniform reply was that authors differed upon the subject. This is a fair specimen of one who was urged upon the Superintending Committee as a fit person to instruct in one of our most advanced schools.

In this connection we would suggest the propriety of holding the examination of teachers, in all cases, in the presence of the entire board of the Superintending Committee and of the Prudential Committee of the district in which the candidate proposes to instruct. In such case, we may well suppose that the examination will be none the less faithful on the part of those who conduct it, and the Prudential Committee would be present, to learn the qualifications of those whom they have employed. Incompetent persons would not often subject themselves to such a trial, and if they did so, they would seldom succeed in obtaining a certificate.—*A. W. Sawyer, A. F. Stevens, Edward Spalding, Superintending School Committee.*

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Nashville.—With the single exception of the upper school in the 2d District, during the Winter, it is doubtful if the schools in the town have ever maintained a higher rank than the present year. The teachers have generally been of a high order, and have discharged their duty, so far as the committee have learned, to the entire approval of all interested. And the occasion is taken here to urge upon school districts the importance of retaining in their service the teachers who have won their confidence by their success. The advantages of permanence in this particular are incalculable.

The multiplicity of books upon a single subject, in many of our schools, is an evil which should be remedied. In

some, not less than four arithmetics were used, and as many geographies. Smith's and Wells' Grammars were found side by side, and their points of difference were no advantage.

Writing has been taught in all the schools except the primary, and to some extent in them, during the year, and with general good success. Where instructors are qualified to teach writing—as all should be—it is believed to be better for scholars to write statedly during the term, than to devote a week or two exclusively to it. It affords an agreeable change in the routine of study, and it is believed that the effect is more permanent, from its more constant practice. Vocal music has also been generally introduced into the schools in the large districts, affording a pleasant relief from study, and exerting a happy influence upon the scholars.—*Albin Beard, Charles F. Gove, Superintending School Committee.*

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New Boston.—We believe that there have been special causes for the generally improved condition of our schools. One of these is a deeper and more abiding interest taken in them by very many of our citizens. Another may be the fact that females have had charge of more than half of our Winter schools. Another, still, may have been a determination on the part of your committee that no person should be engaged as a teacher in any of our schools who was not, in their opinion, fully qualified to discharge the duties of their responsible station—for this, in our opinion, is the first requisite for a good school.

The preparation for the schools, in the way of houses, fuel, books, &c., with few exceptions, reflects great credit on the parents of this town; generally, they have been every thing necessary. Believing as we do, that good as our schools are they may be still better, we feel it our duty to point out a few of the obstacles yet in the way of the greatest possible improvement. The most important of these is the want of more well qualified teachers, and of a better home preparation. Those pupils whose home preparation is correct, generally need but little discipline in school, and we are of opinion that if all parents and guardians believed in the doctrine of training up a child in the way he should go, etc., that our schools would no longer be schools of discipline and instruction, but of instruction alone, and many a disgraceful school room affray, particularly disgraceful to pa-

rents, would be avoided. Another obstacle often in the way is difficulty between different families of a district. How cruel, how unchristian, that innocent children should be made to suffer, should lose the benefits of what might otherwise have been a profitable school, because their parents happen to disagree, or perhaps the parents don't like the agent, or some distant relative of the teacher, and are pre-determined, without even giving the school a trial, not to like it, but to throw every obstacle in the way of its usefulness! How long shall it be before parents, professing to take Christianity as the man of their counsel and the rule of their conduct, shall omit to make that school worse which they perhaps honestly think is not so good as it should be? It will be when they are what they profess to be, disciples of Him who went about doing good.

Another evil of considerable importance is the want of prompt and regular attendance. This evil will cease when we all shall feel that a correct education ought to be subordinate to no other business, but paramount to all other interests. We are also of opinion that the introduction of singing into our schools, to a reasonable extent, would be beneficial. Ten minutes spent in this pleasant exercise each day, would serve to calm the passions, soothe the mind, and better fit it for the laborious exercise of vigorous duty.

District No. 5, term 12 weeks, taught by Miss Mary Jane Dodge, the committee think it no disparagement to the other schools to say, is the best school in town. Miss Dodge has taught here four Winters in succession. The instruction given here, both moral and intellectual, has been excellent, and the school is as near perfection as any school can well be. This high state of moral and mental improvement has been effected by the combined efforts of the instructress, the scholars, and the parents. Great credit is due Miss Dodge for persevering industry and tact in imparting instruction to the scholars, both in and out of season. Great credit is also due to the scholars for cheerfully conforming to the orders of school, for assiduous and close attention to their studies, for the manifest improvement they had made, which was abundantly exhibited at the last visitation. Great credit is likewise due the parents for sustaining the instructress in her arduous and complicated duties.—*R. B. Cochran, Jesse Beard, James Danforth, Superintending School Committee.*

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PELHAM.—Your committee are happy to express their con-

viction that the teachers during the past year have generally been faithful, and that the scholars have been studious. We believe that much of the instruction has been of a high order, and that many of the children and youth have made praiseworthy attainments. The advancement has been obvious and decided; and the activity of mind and interest in study have been in most cases marked and commendable. With some features of excellence we have been much struck. In fixedness of attention, and accuracy of memory, and rapidity of thought, and the exact understanding of their lessons, we have seen several exhibitions of scholarship and of skill in teaching, which cannot, we think, be excelled. The schools are in a flourishing state, and the citizens of the town have occasion to congratulate themselves upon the progress and prospects of their children. The benefits resulting from these institutions may be unobtrusive and somewhat hidden, but they cannot easily be exaggerated. They are wide spread and abiding, and of incalculable importance. Primary schools are like the rivulets that flow from the hill sides and wander silently through the green valleys and along the flowery meadows. Those streams that diffuse beauty and fertility through all their early course, ere long swell into the mighty river which bears the burdens of commerce, and opens paths of public intercourse, and moves the wheels of manufactories, and awakens the spirit of industry and augments the prosperity of the whole land. So these schools, however noiseless and unpretending they may be, carrying, as they now do, intelligence and virtue to hundreds of happy families, will soon enlarge the sphere of their influence, and will secure public order, general enterprise, useful legislation, national elevation, the dignity of the commonwealth, the freedom of the republic.

Your committee have marked with high gratification influence of the Teachers' Institute, in the systems of the government and the modes of instruction which have been introduced. We regard their influence as eminently happy, and as worth to the community ten fold more than their actual cost. It is seen in the quiet order and the studious aspect, and the mental activity of the schools. The exercises are ingeniously varied. Happy devices are resorted to to awaken thought. Different ways of presenting the same truth and fixing the same lesson are adopted, and thus relief is given to the mind when weary, and new excitements are supplied to rouse the flagging attention. In some of the schools, and

especially in the case of some of the older scholars, we have marked an independent examination of subjects, and action of mind. Teachers have aimed to cultivate original thought, to throw their pupils upon their own resources, to awaken their dormant powers, and develope their latent ideas. We have been pleased to see this, and would recommend this course to all our teachers. It will not add to their labors, but will lighten their burdens, and will lessen the tedium and monotony of their tasks. Let their own minds be active, and they will cause activity in others. A thoughtful and earnest intellect communicates its own spirit. The contagion is quite as rapid as that of stupidity. Let the teacher ask questions which are not in the book; let him ask for new and appropriate illustrations; let him invite inquiries and remarks from his pupils; let him canvass difficulties with them with entire freedom; and soon a new energy will pervade the school room. Studiousness and eager interest and quick understanding, and exact discrimination will be manifested. Children and youth will think for themselves, will inquire for the reasons of each proposition and rule, will distinguish between a good explanation and a poor one, will aim to clothe their ideas in fitting language; and thus while they acquire the thoughts of others, will the fountains of knowledge be unsealed to their own souls, and they will gain mental vigor and maturity of judgment, as well as the rudiments of science.

The teachers generally report, on the part of their scholars, obedience to the rules of the school, respectful deportment to themselves, and kindness in their intercourse with one another. These are happy omens for the future. A school is a miniature world. It is *multum in parvo*—a republic in a little space. The disposition of the child will rule the man, and according as they are good or bad, will make him a joy or an agony to his friends, an honor or disgrace to his country. Subordination in the school will lead to reverence for law in the State, and to a high sense of the importance of government, and of sustaining in the community the foundations of order and justice and virtue and truth. A gentle and peaceful and generous intercourse with associates will insensibly form the philanthropic man, the pacific and public spirited citizen. The school should be the dwelling place of purity and love, the nursery of virtue and piety. It should be the model of uprightness and courtesy and manliness, not the masked and formal manliness

which is sometimes seen in the world, but that sincere benignity which gives to the child such charms, and protects the youth against injuries, as if it were an impervious armor. In the school the seeds of morality and kindness should be sown, which will bear a rich harvest in an honorable, unselfish, useful life. Opinions, impressions, tempers are now printing themselves upon the character of the child indelibly. Let the school nourish only those feelings and habits which are amiable and just.

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PETERBOROUGH.—Your committee, while they have endeavored to be faithful and impartial in the performance of their duties, have found abundant cause for congratulation and encouragement. The more general interest in the character and welfare of our schools which pervades our community, as well as the elevated attainments of teachers who present themselves for examination, has done much to mitigate the troubles and perplexities incident to their labors. The time was, not long ago, when to the guardian care of the committee was entrusted almost the entire supervision of the schools. They alone visited them and watched over their progress, and such was the responsibility which attached itself to their office, that the best qualified might well shrink from assuming it. That responsibility, though still great, is much divided. Parents are taking their own work into their own hands, and are beginning to look to the management of the school room with as careful concern as the mechanic watches his journeymen, or the farmer the laborers in his employ. This spirit is right and commendable, and to its more general extension we are looking forward to the happiest results.

The committee have been spared the displeasure of refusing certificates to any teachers who have presented themselves for examination during the year. The teachers in the winter schools nearly all possessed qualifications of the highest order, and those who instructed in the summer were generally well qualified. We believe, however, that the standard of scholarship among teachers who offer themselves for the summer schools, is far below what it should be. The time has been when, if the instructress of the summer school understood a few of the first principles of the arithmetic, it was deemed sufficient. The times now demand higher qualifications. The elevated standard of scholarship in some schools,

calls for a corresponding advancement in the attainments of those who instruct them.

The number of tardy scholars is much greater in the villages, where the scholars live near the school house, than in those districts where they are obliged to travel a long distance to school. This is conclusive evidence that tardiness is the result of carelessness and indifference on the part of teachers, parents and pupils, and not a necessary evil. From experience and observation, we are led to conclude that nine of every ten tardinesses might be avoided, if parents, scholars and teachers would exert themselves to prevent them. The influence of this evil upon the habits of children and the prosperity of a school is too obvious to require comment.

A spirit of insubordination was manifested by some of the older pupils in District No. 10, but by the timely interference of some of the parents, and the decisive energy of the teacher, they were not allowed to destroy the usefulness of the school. Young men who attend our winter schools cannot make a greater mistake than to suppose that such conduct will be regarded with indifference. It cannot fail to incur merited disgrace. Young men who enter school with the avowed object of resisting the teacher's authority, and thereby paralyzing his usefulness, should be regarded with little less compassion than one who would directly purloin money from the treasury.

We have thus reported to you the condition of your schools, and noticed some of the prominent evils that mar their usefulness. Although we can but rejoice at their rising prosperity, we still see a wide field for improvement, which needs efficient laborers. Let committees be more faithful, teachers more vigilant and industrious. The increasing importance and honor of their profession, should inspire them to discharge their high responsibilities with renewed fidelity. Finally, to parents we would say, be more active and zealous to promote the welfare of your schools. Let your interest be manifested by a more frequent attendance to witness their exercises, and by a hearty co-operation with teachers in carrying into effect wise and consistent rules and regulations. Be not frightened from the school room by the too prevalent idea that your presence will be the cause of interruption, or inattention to study. We have never heard a good teacher complain that the parents of the scholars visited the school too frequently, or that such visitation disturbed the peace and quiet of the school room. There is need of no other

argument to prove its practical utility, than the fact that those schools upon whose registers are credited the greatest number of visitants, are universally most prosperous and useful.

We now consign these schools to your care. Guard them well. Upon their character and efficiency depends not only the temporal and spiritual welfare of your children, but the rising glory and prosperity of our common country. See to it, that your school tax, the fruit of your honest industry, is not expended for the injury and not the benefit of your children.—*Albert Smith, H. J. Lamb, A. S. Scott, Superintending School Committee.*

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Temple.—The committee are happy to state that education appears to be highly valued by all the inhabitants of the town. There is very perceptible progress in the schools. There are more good scholars, and a less number of poor readers and poor spellers and idle scholars, than there were a few years ago. All that is wanting to render the schools the rich blessing that they are capable of becoming to the children and the youth of the town, is that the money provided by the town be wisely and carefully expended for teachers of good qualifications, good character, good influence, and capable and apt to teach.—*Walter Follett, N. Kingsbury, N. Wheeler, Superintending School Committee.*

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Wilton.—It is not to be expected that the account of the state of schools, year after year, will offer much that is new; although to those interested in education, the progress made by the young in virtue and knowledge cannot fail to awaken attention. It is hoped that this progress, so far, at least, as an attention to order, to the reciprocal duties of teacher and taught, and to a love of learning for its own sake, is concerned, is apparent in the common schools of Wilton.

This remark is not intended to convey the impression that our schools are what they should be. Every year the committee are reminded of improvements which should be made. For every year, besides the suggestions which come from others, elsewhere intent upon the great work of popular education, one or more of our own teachers introduced some better mode of bringing the faculties of the pupils into healthful activity, than has hitherto been adopted.

It is as much an art to cultivate the mind as to cultivate the soil. Notwithstanding all that has been written and the

improvements in husbandry that have been made in New England within the last quarter of a century, every farmer knows how much remains to be done in the science of agriculture. The schools and farms in our vicinity evince, to the intelligent, how far both are from perfection. Years of deep thought and of patient toil must yet be expended upon them.

It is hoped that Mr. Leonard's Analysis of the Elementary sounds of the English language will be made a study in the summer schools, hereafter. A copy for each district has been purchased, and will be given to those districts which are without them. While the board are glad to find singing so commonly practiced in the summer schools, they must insist upon an early training of the organs to distinct articulation, as the foundation of good reading.

Dr. Wayland has shown, in one of his sermons, that republics have more to fear from immorality than from ignorance. Is not immorality the grossest ignorance? Shall it be tolerated in schools, in which the laws of physical existence are so carefully inculcated? If our seminaries of learning send forth youth cultivated in intellect, but deficient in morals, do they not produce destroyers rather than supporters of all that we hold dear as a people? May such a suicidal process be avoided.—*Wm. A. Whitwell, Charles Whiting, Henry Tonkin, Superintending School Committee.*

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Windsor.—With respect to the progress made in the different schools, your committee report that in Districts No. 2 and 4 the scholars have made good proficiency; in No. 3 the school was too short to effect much; in No. 1 we believe that the interference of some heads of families with the regulations of the school, by encouraging in the scholars disobedience and contempt for the teacher, effectually destroyed the winter school.—*Walden Sanborn, Archibald McClintock, Superintending School Committee.*

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## CHESHIRE COUNTY.

Alstead.—Order is one of the indispensable pre-requisites of a good school. There is some discrepancy of opinion

relative to the maintenance of order. We would beg leave to differ somewhat from the public on this subject. It was once considered that the surest qualifications of a teacher, to insure success, was the ability to wield the ferule and the rod—to rule the mind by physical instead of moral force. A school thus controlled was a little monarchy—the voice and will of the teacher was absolute power, and the little children must cringe and tremble in his presence like the timid lamb before the roaring lion. As we gain a deeper insight into human nature, the conviction is forced upon our minds that there is a principle in every human breast which can be touched and moved by the power of kindness and sympathy. True, you may subdue a refractory scholar by brute force, but while you gain obedience by slavish fear, you are awakening to more activity every evil principle of his fallen nature, and are feeding his passions with hatred and revenge, and destroying every germ of love and friendship implanted in his nature by his great Creator. We should not merely strive to secure obedience, but to destroy the spirit of disobedience in every offender by reforming him, and putting the spirit of love in the stead of hatred. Make the offender feel that you are his friend, that you are laboring for his good—speak to him kindly, with sympathy beaming from your eye, and you will touch a cord in his nature which cannot be made to vibrate in any other manner. You will arouse his sleeping energies and latent sympathies; he will respect and love you, and with true docility will suffer you trustingly to lead him upward and onward in the path of true wisdom. Such a course will wholly subdue his evil and restless disposition, and he will have no desire to disobey.

We cannot close till we have advocated the claims which music has on every parent and child—till we beseech every one to vote for its universal adoption into our schools. 1st. It claims attention for its general tendency to equalize the passions, soothe the restless feeling, and beget a holy, heavenly love in the bosom of every scholar. Let every school devote from ten to fifteen minutes in each half day to this delightful exercise, and greater harmony will prevail—greater proficiency will be made in every branch of knowledge. Even the cold misanthrope could not look into a model school in every respect, such as we have in our mental vision, and listen to some simple melody, and go away as indifferent as he came. Some new emotion would be awaken-

ed in his cold heart. Music ever tends to refine and elevate when it is made the handmaid of virtue. Then condemn it never, but approve it rather.—*Ariel K. Severance, Winslow B. Porter, Leonard O. Sheperd, Superintending School Committee.*

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Chesterfield.—In conclusion, the committee would say that in attempting to perform their duty they have strongly urged the necessity, both upon teachers and scholars, of preserving perfect order in school—that whispering, one of the worst and most prominent evils, should be entirely dispensed with—and in this, to a good degree, we have been successful. We have never seen so many schools in town so well governed. We have also urged the necessity of attending particularly to reading and spelling, as these are the foundation of nearly all knowledge, and but little progress can be made in other branches until scholars are able to read well. One great hindrance to progress of education is the irregular attendance of scholars at school. And this fault is to be attributed, generally, to parents, who ought to be strongly impressed with the truth that little can be learned at the halves.

The schools in town have generally made good improvement, considering their length. Most of them are quite too short, and we would earnestly recommend to the town the necessity of raising more money for the support of common schools.—*Harvey Carleton, Reuben Porter, Superintending School Committee.*

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Dublin.—*Summer Schools.*—The teachers of these schools were all deemed suitably qualified, according to the requisitions of our statutes, and certificates were granted in the usual form after personal examination in regard to literary qualifications, and satisfactory evidence of good moral character.

It is several years since the committee of this town have had occasion to refuse a certificate. Teachers have appeared to be well versed in the branches usually taught, and we have sometimes deviated from the common mode of examination, and made inquiries as to the methods in which they would teach those branches. This mode of examination affords opportunity for making suggestions to young teachers

respecting the best methods of instruction and discipline, and of commending to their notice such books on the subject of their occupation as may prove practically useful. If this mode of examination were to be generally adopted, teachers would prepare themselves for explaining the processes of instruction, and being thus prepared, they would not be satisfied with the mere reading of questions from text books, and the hearing of words repeated by rote, with no real comprehension of the meaning. The best teachers originate questions and explanations of their own. In this way the interest of pupils will be excited, and their minds waked up.

The Summer schools were all examined at their commencement, and all except No. 10, at their close. The instruction and discipline, with two or three exceptions, were of the same good character as reported in the two preceding years. The failures, in the cases excepted, were owing, not to want of literary qualifications, but either to want of aptness to teach, or govern, or to excite interest and effort in pupils.

Remarks were made in the last year's report respecting the importance of the Summer schools, and the best manner of conducting their exercises, and we would refer to them now with the hope that they may receive still further attention, and that further attempts will be made to give them practical application.

The duties of all teachers are somewhat alike, but the young pupils committed to female teachers require a management adapted to their age. The methods of discipline and instruction must be appropriate, for otherwise they will not be effective. It is not possible to lay down particular rules, which every teacher may adopt and apply with success. Judicious teachers will derive much advantage from the details of others' experience, though they do not implicitly copy them in their practice. An inventive and earnest mind will consult its own aptitudes, and vary its methods according to circumstances.

The most important requisites for a teacher in our Summer schools are, a love of children, a love for the occupation, a feeling of responsibility, and a mild firmness of character. Where these qualifications exist, failures will be exceedingly rare. The love which the teacher gives will win the love of her pupils, and with firmness to guide it, it will ensure respect and obedience. If the teacher dislikes the care of

children, and the work of instruction, the best literary qualifications will not avail, her pupils will not love the work required of them in the school room, their hearts will be cold and their tasks seem hard.

Few children enter our schools before they have learned to distinguish the letters of the alphabet. The first step, then, is to teach them to call words at sight. The names of the letters will afford them very little aid for this end. It requires attentive observation of words, with practice or drilling in the utterance of them, till they become so familiar that as soon as the eye catches a word, the tongue is ready to speak it. The error of teachers, in many instances, has been to permit pupils to try reading lessons before they could utter the words which they were expected to call at sight. The consequence of permitting this is, that a reading lesson is converted into a spelling lesson, or it is such a mixture of reading and spelling, that however well adapted the lesson may be to the capacity of the pupils, the meaning of it is all lost, and they might just as well, and we think better, be employed upon columns of words, arranged without regard to sense. The advantage gained by thorough drilling in spelling lessons is, that pupils not only learn to spell correctly, but to call words at sight. No spelling lesson should be passed over till the pupils can readily name the letters and syllables of the words, and pronounce them without prompting. It is the practice of most teachers to require the reading and pronunciation of spelling lessons before the words are put out orally. Too often this is done in a careless, hasty manner, as if it were an exercise of little importance. But the truth is, no exercise, for those who have not already learned to read with facility, is more important than this. Carelessness in this elementary exercise will add much to the difficulty of learning to read. Many a pupil of good natural capacity has been made thereby a poor reader for life. What we have said on this point is confirmed by Mr. Russell, whose experience and success as a teacher of elocution must render him good authority. "A stumbling and confused manner of reading," he says, "is, in most cases, owing to imperfect early practice in spelling. Teachers, not unfrequently, are induced to permit children to advance more rapidly in reading than their attainments in spelling fairly warrant. Hence the tendency to careless and slack pronunciation in after life."

In the exercise of spelling and pronouncing words, the

older scholars may render great service to the younger ones, who are unable to give much attention to a prescribed lesson, and need frequent drilling in order to make progress. Great pains should be taken to have young pupils enunciate words correctly and distinctly, and especially to prevent their acquiring any unnatural tones of voice.—*Levi W. Leonard, Jonathan K. Smith, Henry C. Piper, Cyrus E. Hardy, Calvin Mason, Superintending School Committee.*

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Fitzwilliam.—We believe our schools have been in a healthy condition. Their head has been sound, and their pulse have beat regularly. They have had no fever and ague heats or chills. Your committee has had occasion to administer neither opiates nor stimulants. The system has performed its natural and appropriate functions. Or to change the figure, the vine which you have planted and so carefully nurtured, has continued to thrive; its leaf has not withered, its fruit has not failed, and it bids fair to be not only beautifully ornamental but solidly useful. Or without figure, in plain English, your schools the past year have prospered; teachers have been energetic and faithful; scholars have been punctual and orderly; parents have been judicious and co-operative; and nothing within the knowledge of your committee has transpired to injure the prosperity or retard the progress of your schools. The table of statistics will compare, with one or two exceptions, perhaps, very favorably with past years. Good order and a healthy discipline have been maintained by the teachers generally. Their rule has been kindness and love; and when these have been wisely exercised, little necessity has arisen for severe corporeal punishment.

While your committee can look with pleasure, and with some degree of complacency on the past, they can also look with large expectations and glowing hope to the future. They do not believe that the most precious fruits of our common school system have yet been realized. The seed has been sown, but the full harvest has not yet come. Years will pass away, perhaps generations, before the rejoicing autumn shall come, bearing precious grain.

One branch of education we believe to have been somewhat underrated, both by teachers and parents. We refer to the art of writing. Few of the schools have given to it the attention they ought. To transact the common business of life, the ability to write a decent and legible hand is in-

dispensable. No one should graduate from our schools without a good knowledge of practical penmanship. Parents and teachers, agents and committee men, should use their influence to bring this neglected art up to its true level, and reinstate it among the requisites of a good education.

Your committee believe that in some of our schools there has been a lack of system and thoroughness in teaching; mistakes in recitation have been suffered to pass uncorrected; studies have been pursued in a superficial manner; recitations have been passed over while the teacher's attention has been distracted or devoted to other objects. Every recitation demands and must receive the undivided attention of the teacher. If the master fails in concentrating his powers upon the subject on hand, he fails in a vital point, and cannot be a successful instructor of the young. This matter of doing but one thing at a time ought to be impressed upon the mind of every teacher. While conducting a recitation there should be no distraction; no question should be asked; no interruption, not the slightest, should be permitted.—*J. S. Brown, C. M. Willard, W. D. Locke, Superintending School Committee.*

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Gilsum.—Manuscript papers have been written in most of the districts, both Summer and Winter, and with good success. Many of the productions were of a high order, both in a moral and literary character. It is to be hoped that the interest manifested in this most important branch of education may continue to increase, until all our youth may not only be enabled to *think* correctly, but to write also. Map drawing, in connection with the study of geography, has been practiced in all our Winter schools, with excellent success, and we hope that those districts which have only one or two small blackboards will soon make the necessary addition of board required for the convenient exercise of this very useful and interesting branch of common school education.

The universal inattention to neatness in our school houses is an evil which deserves to be severely rebuked. Frequent washing is *absolutely necessary*, and a broom should be furnished for daily use. No vicious or slovenish habit should for a moment be tolerated in the school room. Our schools should be nurseries of good morals and good habits, as well

as of education. Individual exertion, with the co-operation of the teacher, may make them so.

Permit us, before closing our remarks, to call your attention to the subject of often visiting your schools. In perusing the extracts from the reports of various Superintending School Committees, to be found in that truly excellent and meritorious document, the State Common School Commissioner's Report, we find it almost universally urged upon parents to visit their schools. If you were to give your child a few hundred dollars when he arrives at the age of manhood, how interested you would feel in regard to the manner of its investment! But when that child is engaged in obtaining a far *richer* legacy—a common school education—an inheritance which will attend him through life, it is then you manifest an unpardonable indifference.—*Otis G. Hammond, Hartley Thurston, Aaron H. Livermore, Superintending School Committee.*

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Hinsdale.—In some of the schools, excellent order was maintained, and the scholars made very commendable proficiency in their studies. In others there was great deficiency here, consequently little improvement made. All must be aware that teachers may be well qualified by education, and yet not possess that aptness to teach which will make them successful or profitable teachers. But the people generally may not be aware that the Superintending Committee have full power to dismiss such teachers when they deem it proper, notwithstanding a certificate has been given. But a resort to this might, in many cases, produce a greater evil than to suffer them to go through the term of engagement. Your committee were fully convinced, on first visiting some of the schools the last Summer, that little or no benefit would be derived from them, and yet did not deem it prudent to interfere, least more evil than good should be the result.—*M. Gerould, Hollis Taylor, Superintending School Committee.*

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Jaffrey.—Various methods were tried to furnish agreeable and useful occupation to the younger scholars. The little children were not allowed to sit most of the time without employment. Those who were too young to study much were permitted to receive instruction from the older scholars, or were taught to sing, or to busy themselves with slates, pencils and black-boards. In this manner the school

hours, which otherwise would have been tedious, glided away pleasantly and with profit.

In all the districts, with one or two exceptions, we believe your money has been judiciously expended. We think that in some respects the schools have been unusually good; and we regret that the early day at which we are requested to make out our report renders it impossible to gather in all the returns, and so to furnish, with accuracy, the aggregate statistics of the Winter schools.

Some things in our schools indicate that we are making progress. We have secured a good collection of text books. The books which were in use here four years ago have, for the most part, given place to what we believe are *better*, as well as *newer*. We have also secured a good degree of uniformity of text books in all the schools. Soon, we hope it will be complete. This will not only diminish the number of classes in every school, and thereby allow the teacher more time for each scholar, but children of one district can, with no additional expense, attend the school in a neighboring district. From many of our schools the evil of whispering has been almost entirely banished. We may feel encouraged to strive for its complete removal.—*Leonard Tenney, E. K. Bailey, Stillman Clarke, Superintending School Committee.*

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Keene.—It is becoming more generally understood and believed that good schools are both better and cheaper than poor ones; that well constructed, well furnished, well ventilated school houses are more economical and better in all respects than the ill contrived, confined buildings which have so generally been used for this purpose; that it is far better, even on the score of economy, to employ teachers of the highest literary and moral qualifications, than any others; that money expended in the education of the young, is most profitably invested; and that the physical, intellectual and moral training of our children is an object of surpassing interest to us all, as men, as patriots and as Christians.

These things are encouraging. They show that the common school is, to some extent, properly appreciated; and that it is destined, at no very distant day, to secure that place in the affections of the community which its importance demands. The public mind is approximating towards that point. Not only in New England, but throughout our coun-

try, the sentiment is rapidly spreading, that the standard of popular education should be elevated. And other countries besides our own are moving in this matter. Nations long held in the bondage of ignorance, are breaking from the fetters that bound them, and calling loudly for the rich blessings of education and freedom. The world is waking up to an earnest search after truth.

Let not the citizens of this town be behind the age in this great movement. Let them rather be in advance of it. The common school system of New England occupies a proud pre-eminence over all other systems of popular education in the world. Let us seek to maintain this position. And let us strive to make our schools among the best in the land. They already possess many excellences, but they are not wholly free from faults, nor are they all equally good. Your committee could specify some which seem to be almost faultless models of what the common school should be; while others fall far below this standard. Still, nearly all of them are above mediocrity, or quite up to that point; and we hope that all are in the process of improvement, and that under the management of skilful and judicious teachers, they will be made vastly more efficient in imparting to our children that physical and mental discipline, and that moral training, which will fit them to discharge their duties to their country, their race, and their God.

*Giving an undue share of attention to some favorite study.*—Your committee have noticed a disposition to do this in some of the schools. It may be more congenial to the taste of the teacher to devote a large portion of the time of the school to some branch in which he feels a special interest, or to labor chiefly for the improvement of the older scholars; but it is not conducive to the interests of the whole. The higher branches of study should never be allowed to crowd out of a school the elementary ones; nor should the younger pupils be neglected. Children must be usefully employed, in order to be benefited by going to school.

*Vocal Music.*—In some of the schools, vocal music has been practiced. It should be in all, if practicable. Your committee are of the opinion that its influence in a school is most happy, imparting variety and animation to its exercises, diffusing a chastening influence over the turbulent spirits of the young, aiding the teacher in the promotion of order, and conducing in other ways to the good of the school. It is hoped, therefore, that the practice of singing will be encour-

aged in every school, and that, wherever circumstances admit of it, some systematic instruction will be given in this useful art.

*Prudential Committees.*—The superintending committee would endeavor to impress on the several prudential committees the importance of their office, and the responsibilities it imposes, believing, as they do, that the prosperity and utility of our schools depend very materially upon their vigilance and oversight. In one of our most prosperous schools, (No. 2,) the teacher attributes no small share of his success to the frequent visits of the prudential committee. And in another, (No. 9,) the success of the school was greatly promoted by the same agency. This is as it should be.

The prudential committees should also be reminded that it is their official duty to give notice to the superintending committee of the time of commencing and closing their respective schools, as in one or two instances during the past year, the schools closed without the knowledge of the superintending committee.

*Parents.*—In some of the districts, the parents take a very commendable interest in the schools. This is especially true of Centre District and No. 2. But it should be true of all the districts. The interest and attention of the scholars would be much increased, if their parents would visit the schools oftener, thus manifesting to their children that they felt an interest in them; for it is generally true that whatever the parent highly esteems, the child will value, and on the contrary, whatever the parent neglects, the child will slightly prize.

They should do this, also, for its effect on the teacher; for as they would not employ a workman upon their farms, in their workshops, or manufactories, without overseeing him, let them also bring the same motive for activity and faithfulness to bear upon their teachers, if the education of children be not of less moment than the raising of grain, the making of shoes, or the building of railroads.

One of the winter schools, (No. 1, senior department,) proved almost a complete failure, and your committee, though they would not take it upon them to exonerate the teacher from blame, must say that, in their view, the parents are equally culpable. Let parents do their whole duty, and they would have less fault to find with the teacher.

Your committee, on the whole, have been much gratified with the state of the schools generally; and they offer no

apology for animadverting, as they have done, in relation to some of them, because they believe that their fellow citizens have no desire to listen to indiscriminate eulogy upon their schools, but would rather learn and correct any evils which may exist among them, believing that there can be no more elevated ambition in a town than zeal to excel in its system of popular education ; and that there is no better test of the state of society in any town, than the condition of its schools ; as in a very few years the youth now in our schools must inevitably make the society. And happy, thrice happy, will it be for the community, if they shall be found qualified to discharge with fidelity and ability the high duties incident to their new relations.

In conclusion, your committee would solicit the attention of all parents to the unceasing necessity which devolves upon them, to exert themselves to the utmost of their ability to sustain the interests of the schools in which they are so deeply concerned. Nothing is more true than that the best teacher will be made better by knowing that the eye of supervision is upon him, and that he will deteriorate when it is no longer there. That man must be something more than mortal, who will not relax his exertions and grow weary, even in well doing, when he finds little or no sympathy manifested by those who are to counsel and watch over him. If he has deserved it, he is entitled to their encouragement and approbation. If he is wanting in any part of his duty, admonition should not be withheld. As are parents and teachers, so will be the school.—*Z. S. Barstow, Gilbert Robbins, Joseph Perry, Superintending School Committee.*

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Marlborough.—The winter schools, though they were generally in good order, were disturbed somewhat by a spirit of insubordination which manifested itself among the larger scholars. This spirit has manifested itself more fully during the past winter, than for several years past. This state of things your committee contemplate with deep regret. Is it a fact that some of our largest scholars are so destitute of self-respect and so regardless of their best interests, as to allow themselves to engage in such a cause? Let the older pupils in our schools consider this matter; let them consider that the benefit of a school depends very much upon the course which they pursue.—*Giles Lyman, Sherburn Dearborn, Jarius Collins, Superintending School Committee.*

Marlow.—Shall Marlow always remain one of the dark corners of the earth, in regard to common schools? Is not this subject of sufficient importance to awaken an interest that will bring our schools upon a level with those of our sister towns? Until the people can be aroused upon this subject, and brought to feel more fully its importance, we have but little hope of improvement in our common schools. —*Francis A. Howard, Elisha A. Huntley, Superintending School Committee.*

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Nelson.—It is with pleasure that we can give you the assurance of our opinion, that our schools the past year have occupied a position in the scale of improvement never before attained. One of the instrumentalities which, in our judgment, has been most efficient in producing these happy results, has been the Common School Association, by awakening an interest upon the subject, and urging the duties and responsibilities of both parents and scholars. And another which in part may have resulted from this, is the efforts of the prudential committees in securing well qualified and competent teachers.—*Addison Heald, Joseph Whitney, Gilman Griffin, Superintending School Committee.*

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Rindge.—If we would have good teachers, we must use them well, otherwise those who are qualified for the station, will seek some employment which will be attended with less vexation and a better reward. But happily for the rising generation, for the cause of education, and the community, instances of determined irregularity and disobedience in school, are of rare occurrence; and these seldom receive any countenance from the people. Parents, citizens, teachers and scholars are beginning to look more in one and the same direction on this whole subject, to co-operate in the cause; and are combining their efforts and influence to make our primary schools, in themselves, and in their results, all that they were designed to be by those venerated men who laid the foundations of all those institutions which distinguish New England from every other portion of the world.—*A. W. Burnham, for the Committee.*

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Stoddard.—Exercise the greatest caution in the selection of teachers; employ such as you yourselves would be interested in—such as are intelligent, interesting, active and

energetic—those possessing decision of character, and a mild and equable temper; in fine, let them be models worthy the imitation of the young; and when they are established in your schools, treat them respectfully, let them have your confidence and support, and your children will respect, confide in and sustain them.—*I. Gould, S. Knight, J. M. Whiton, jr., Superintending School Committee.*

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Swanzey.—The common school, like the gospel of Christ, is accommodated to the poor no less than the rich, placing them on a level, granting them equal privileges, and qualifying them alike for posts of honor, usefulness and profit. It is likewise, when duly improved, one of the best safeguards of virtue and preventives of vice. It is desirable, therefore, that all our youths should enjoy its advantages to their full extent. It would seem, however, from the statistics reported by the teachers, that too much time and money are lost to the scholars for want of more regular and punctual attendance.

In concluding this report, your committee would say that there is evidently progressive improvement in the state and condition of our schools; and from the appearance of those taught by females the past Winter, they believe that most of the schools in town might be taught by them, and the expense be considerably reduced, without detriment to the scholars. If children are properly trained, competent female teachers would find no difficulty in governing or instructing them.—*E. Rockwood, for the Committee.*

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Troy.—We must say also, that while teachers are by no means perfect, and it is nearly impossible that the ways and manner of imparting instruction can be alike agreeable to all, and scholars are sometimes not well disposed; yet we fear that parents and guardians are not always wise in the influence they exert upon a school through those they send, and that adults in community are sometimes injudicious in remarks to scholars in regard to the teacher, or in regard to reports of what transpires in the school room. And troubles originate or are increased sometimes from this source. We have been informed that encouragement is sometimes given to scholars, by adults, to disobey their teacher, and even money offered to induce to acts of disobedience to the proper regulations of school, or to show in some way disrespect to

the teacher.—*Luther Townsend, Luke Miller, David W. Farrar, Superintending School Committee.*

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WINCHESTER.—We noticed also that in some schools considerable attention had been given to map drawing; and in one school in particular the drawing of other figures had formed a regular exercise. In that school we saw one or two specimens that were exceedingly well done. We hardly knew how they could be very much improved. We think also that writing, as it deserved to do, received rather more attention the past Winter than formerly. It is very important that this branch of education should not be neglected in our schools. No man is prepared to do business at the present day without some knowledge of it; and as but few scholars in town, comparatively, can avail themselves of the advantages of writing schools, it should receive a due share of attention in the common schools, so that all may obtain a knowledge of it sufficient for ordinary business purposes.

In all our Winter schools except four, female teachers were employed, and we have observed that they are quite as successful generally in teaching and governing schools as males. They have usually more sympathy for children—take more interest in their trials and difficulties, and are ever more ready to encourage, assist and advise them than male teachers; and we are of opinion that in most of our schools—in all, perhaps, except two or three—female teachers that are experienced and qualified can be profitably employed.—*A. H. Bennett, Jno. L. Alexander, Hazen Pierce, Superintending School Committee.*

## SULLIVAN COUNTY.

ACWORTH.—The most useful knowledge to the minds of the young will be most likely to secure their permanent respect and affection. Mere kindness and indulgence on the part of the teacher will not gain the love or secure the respect of the scholar. There must be in the minds of the pupils a deep conviction that the teacher has a *conscience* as well as a *heart*—that his love for his scholars is so strong that he cannot conscientiously suffer them to waste their

time in idleness, disorder or self-indulgence—and then their respect and affection will have a firm and unshaken basis. It will increase as they advance in years, and the memory of such a teacher will not be forgotten.—*E. S. Wright, Jesse Slade, Joel Tracy, Superintending School Committee.*

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CLAREMONT.—The female teachers who presented themselves for examination the past year were better qualified upon the whole than in any other year previous; and the Summer schools, taken together, were better managed than they have been for the past ten years. On the other hand there has not been so many failures on the part of male teachers, perhaps, for the same period, as during the past Winter. And if the reason of this failure be asked, we answer, it is to be attributed to several causes. In the first place, Prudential Committees are not so careful as they should be in selecting their teachers. They employ young and inexperienced men in perhaps too many instances, and after they have employed them they do not visit the school and render that aid to their teacher which it is in their power to do, by advising and stimulating the scholars in a course of good conduct and diligent application to their studies. There are not a supply of experienced teachers in the county, nor will there be likely to be till their labors receive a more ample compensation. Young men will engage in more lucrative business.

We are of opinion that some more efficient method should be adopted by the districts to sustain teachers, and especially those who have not had much experience; and this might be done by the different districts adopting some system of by-laws for the general regulation of their schools, so that the teacher might feel confidence that he should be sustained in carrying out not only those regulations, but such others as are necessary for the good of the school. We are happy to learn that in District No 1 such a system of by-laws has been adopted, and if put in execution we doubt not much benefit will be derived from them.

*Teachers' Institute.*—Your committee are free to state it as their opinion that much good has already resulted from the Institute held here during the past year. A great amount of practical information in the science of teaching was communicated, and very many of the teachers who attended succeeded in reducing it to practice in their schools. We have observed in all instances that those teachers who most

fully carried out the principles inculcated in the Institute, have kept the best schools; while those on the other hand who have failed, either did not attend the Institute, or did not succeed in reducing the knowledge they gained to practice.

In conclusion, your committee cannot refrain from expressing their conviction that parents generally feel too little interest in the good management and prosperity of our common schools. Want of punctuality in scholars is almost universally complained of by our teachers, as one of the greatest hindrances to the progress of their pupils; and how can it be secured unless parents lend prompt and efficient aid to the teacher in his efforts to procure it? It is their duty not only to *send* their children to school, but to *know* that they are there punctually at the hour. Parents are also too remiss in visiting their schools. As far as we are informed, there have been very few visits made by parents the past year. We think much good would result from the practice of parents frequently visiting our schools. The teacher would thus be encouraged, and a spirit of laudable emulation would be infused into the minds of the scholars.—*E. L. Colby, P. C. Freeman, J. M. Gates, Superintending School Committee.*

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Charlestown.—The better qualification of our teachers for their work, and their greater success in the management and instruction of their schools, bear a high testimony in favor of our county Teachers' Institute. We hope it will be continued, and that this town, the present year, will show a liberality for its support equal to that of last year. Here, perhaps, we may be allowed to remark, that old and tried teachers, whose experience has borne witness for their success, should be preferred to a stranger, of whom we know nothing, or to a novice in the business. Experience is as necessary for the employment of teaching as any other pursuit. Instruction is an art. Teachers should study this art; and practice only can make perfect.

There are weighty arguments in favor of employing the same teacher in the same schools, from year to year, when the teacher has been successful. The advantages of this are obvious to reflection, and are too numerous to be mentioned here. The moral character of our schools cannot be too carefully guarded. Of what value is learning, without sound

*moral principle* to employ it usefully? Our teachers should be models for their scholars in this respect.

We have witnessed with pleasure the introduction of vocal music into many of our schools. We hope it will have the countenance and support of all. Its influence is salutary in the discipline of the school, and also on the intellectual progress, as well as the moral feelings of the pupils.

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Cornish.—In these days, when men travel by steam, and talk by lightning, they are apt to think that all kinds of business must be done up with corresponding dispatch; but the student that attempts to reduce such theory to practice will find himself a novice still. A reasonable amount of study and reading of the right kind is indispensable; but he must acquire a habit of *thinking*—must turn the subject of his study over and over in the mind—view it in every light, and then it will *stick*. Is the man that reads the most books the best scholar? Ask Newton with his apple, Watt with his engine, or Franklin and Morse with kite and lightning, and they will tell you, as all history shows, that knowledge comes only after close, vigilant thought.

Eschew novels, the "yellow literature" of which our day is so prolific; aye, banish it from your families as a *pest*, and substitute good, wholesome, solid reading. Avail yourselves, if necessary, of the State library at Concord, and tell your legislators to make more liberal appropriations for its enlargement.—*Lyman Hall, for the Committee.*

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Goshen.—We consider a good moral character one of the most important things pertaining to a teacher of our common schools. It is to him that they look for precept and example, and should *he* step aside from the path of honor, integrity and virtue, would it be strange if his scholars should follow hard after? Certainly not. I beg leave to make a few remarks further upon this point. Those who are chosen committees for the several districts in town should be careful who they employ to instruct their children. See to it that they come well recommended, not only in relation to their education but to their moral character.—*Joshua W. Booth, for the Committee.*

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Plainfield.—Our schools have not been so successful as in former years. More young, inexperienced teachers have been with us than in former times. Very many of our best

teachers are employed in other States. The reason is obvious. They receive a liberal compensation for their services, and here in most of our schools it is barely nominal; and until we elevate the profession of teaching, and encourage by liberal compensation—such a compensation as shall invite the devotion of talent, time and labor for preparation—the great end of education will not be secured. The common schools, over some of which we have been called to preside, are of the most vital importance, and every school, whether private or public, is of vast importance to the rising generation, to society, and to the world. But more depends upon the common school than upon all others combined. Here is where the mass receives the elementary principles of an education. But it is a most lamentable fact that some of our schools have become so common that they are really uncommonly poor. Yet it is pleasing to record that in the midst of a few of our poor schools we have had several efficient and successful teachers the past year, whole diligence and energy in the discharge of duties imposed on them will ever be gratefully remembered.—*Elias F. Smith, Benjamin Daniels, Superintending School Committee.*

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Springfield.—In regard to school houses, permit us to say there should be no broken windows, to be stopped with ladies' shawls or boy's caps; no apertures in the plastering or ceiling, to peril the health and lives of the children by letting in currents of cold air; no loose boards or half-nailed clapboards flying in the wind, or rattling when the wind is high, as if the house was coming down over our heads. There should be no holes through the school house floor, or boards half worn, so as to expose the under floor; or doors without fastenings, or hanging by one hinge; no hacked or hewed seats and desks, as if boys went to school on purpose to discipline their jacknives rather than their intellects. Will it be said that this is a carricature—that it has no existence but in fancy? We wish it was. But we fear there are school houses in this town that if they were to sit for their daguerreotypes under a strong light, which should give the true image within and without, would exhibit a portraiture but little better than this.—*Joel Whittemore, John C. Nichols, Edward Tuck, Superintending School Committee.*

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Unity.—Care is to be used in the selection of a teacher. No person should be employed and retained as a teacher un-

less with a knowledge of the sciences he combines aptness to communicate, purity of heart and personal neatness, for these are essential requisites. His character should be a perfect model for the imitation of his pupils. He should be a clear-minded man, maintaining self-possession even under the most embarrassing circumstances, and never deviating from the straight-forward path of rectitude and duty. He should be a careful observer of Heaven's first law, the law of order, and should require of every pupil a strict observance of the same great law. He should possess an extensive fund of general knowledge, to be discriminately presented for the purpose of interesting the immortal minds entrusted to his keeping, in the sciences they are pursuing, and thereby laying in them the foundation of habits of attention and scientific research. In a word, he should, in his connection with the school, exhibit that knowledge which determines when and how to act and speak. We should, then, we repeat, use great care in the selection of a teacher. We should pay for a good article, and be content only when it is secured.

There is a deficiency in school apparatus. A good sized blackboard should be found in every school house; and if to this were added outline maps, a globe, chart, &c., it would evince a spirit of liberality in the district worthy every where of commendation and imitation. Our system of education would be elevated by the introduction into all our schools of a uniform series of school books, and those the best that can be selected in the market. This would serve to obviate the difficulty often experienced in our larger schools of an unnecessary number of classes in some of the branches, and at the same time promote the general prosperity of the schools.—*Jos. M. Perkins, S. L. Nichols, Josiah H. Straw, Superintending School Committee.*

## GRAFTON COUNTY.

Bath.—In respect to the schools the coming year, it is desirable that the money should be laid out in the best manner possible, for the importance of properly educating the young cannot be too highly appreciated. Calculations have

been made with great care, showing from facts how great is the advantage of the educated over the uneducated mind, in every branch of business in which men engage. And here in this northern country, where wealth is not so easily obtained, it should be our policy to educate our children in the best possible manner, storing their minds with the richest treasures of learning. Indeed, this is the true policy of New England, in order to maintain her influence in the counsels of the nation, while the "star of empire is moving westward," and leaving us but a bare speck on the map of our wide and extended country. And in order to succeed in this enterprise, you will of course feel the importance of obtaining well qualified instructors for all your common schools; for here, to a great extent, the formation of our children's education and of their character is laid. And if correct literary habits are there formed, and a proper bias given to the mind in reference to business, manners and morals, the result will be most happy.—*Edward Cleveland, for the Committee.*

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Bridgewater.—It was once supposed that the instructor ought to govern the scholars; but now, according, to the conduct of many, this order of things seems to be reversed, and that children should rule their teacher, and if they cannot succeed to the utmost of their wishes, many parents seem willing to lend a helping hand in this backward movement. In many of our schools, if the instructor undertakes to enforce good order, the parents, instead of co-operating with him, will be found taking sides with the scholars, excusing their misconduct, and alledging that had the teacher taken a different course, there would have been no difficulty. A great amount of improvement is yearly lost in consequence of the disorderly conduct of some who attend. If when the teacher entered the school he had nothing to do but instruct those under his charge in the various branches of study to which they might be attending, how much greater the progress would be than it now is! But instead of this he is often under the necessity of spending much time in correcting irregularities, which is annoying to the instructor and disturbing to the whole school. Our schools may have the most learned instructors, the best of books, the most nicely-constructed school houses, together with all the apparatus of our well endowed academies; still if parents do not lend

their influence to support their teachers in their endeavors to maintain order, they might almost as well be scattered to the four winds, for they would soon become nurseries of disorder, instead of being places where virtue and knowledge flourish.—*David B. Clement, for the Committee.*

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Danbury.—The committee of last year referred in their report to the employment of competent females in our Winter schools. They have now the gratification of reporting that females have been employed the past Winter in all the schools but three, and it is believed that those districts will not again resort to the old practice of employing males when better teachers can be had for less money. It is bad policy to adhere to old usages in any case when we can receive twice the benefit by adopting the improvements of the age. —*William P. Stone, Daniel Pulsifer, T. E. Clough, Superintending School Committee.*

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Franconia.—On the whole, your committee are of the opinion that the schools the past year have done something towards answering the purpose for which they were designed; but still there is an opportunity for improvement. In noticing this improvement we will commence with the selection of teachers. There are many who present themselves as teachers whose literary qualifications are abundant, but who still lack a very essential qualification of the good teacher. We refer to government. Some have this qualification apparently inherent; and with such it is perfectly natural and easy to maintain discipline. But all are not so, and perhaps there are not enough of this class to answer the demand for teachers. And what shall be done? We think the answer is perfectly plain. Let those who desire to teach, if they do not possess the above named trait of character, acquire it. But it may be objected that there are some who cannot do it. We ask then, would it not be better for them and the public if such should turn their attention to something else, and leave the business of teaching to those who can and have qualified themselves for the work?—*Chas. E. Blake, for the Committee.*

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Grafton.—Another and perhaps a greater obstacle to the scholar in making great progress in learning is the shortness of the schools. This is a truth so self-evident that none of you can gainsay it. We call your attention to the subject

again to keep it in your minds, and shall continue so to do until a remedy is provided.—*James R. Smiley, Jesse Cass, John Riddle, Superintending School Committee.*

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Hill.—Your committee are happy to submit the fact that in some of the districts in this town the school houses are what they should be; but at the same time regret to be compelled to say that the woful, miserable and dilapitated condition of others, proclaims most loudly the forbidding truth, that the parents in those districts have little or *no* regard for the education or comfort of their children. Can small scholars, sitting upon a high, narrow seat, in a dirty, disorderly room, shivering and shaking with the chilling cold, and the keen, cutting blasts of the winter's wind, be expected to apply themselves to study so attentively as is requisite to a proper acquisition of knowledge—to a good disciplining of the mind, and to the formation of the habit of close study and thorough investigation? Let reason answer. To this matter the plea of pecuniary inability cannot prevail in this town. The expense of erecting a school house sufficient for the number of scholars in the district would be trifling.—*Franklin Moseley, Geo. W. Chapman, Benj. Ropes, Superintending School Committee.*

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Holderness.—The best teachers, those who are *every* way qualified, should be sought and employed even at the risk of having short schools in the districts. A tree rightly and properly planted and nursed will grow and produce fruit, but if planted with the top in the ground and the roots upward, ten to one it bears no fruit; or if it overcomes on account of the fertility of the soil the inverted order of nature, so as to put forth a few blossoms, the fruit will be small and blighted. The progress made in arithmetic, grammar, geography, and the various other branches usually taught in our schools, has been good; not so good as could have been desired, yet perhaps as good as in the years immediately preceding this.—*J. Barnard, Charles Shepard, Leonard H. Baker, Superintending School Committee.*

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Lebanon.—It has been our aim to give you as full and as clear a view of the state of education among us, as is consistent with the quiet of those neighborhoods which have been the theatre of debate and trouble during the past winter. We hope that the interests of education may not permanent-

ly suffer by these disturbances. The right culture of the mind and heart is the only means of making a man at peace with himself. Such culture, widely extended through the community, is the only means of securing social harmony. Where prejudice and angry passions are, there the light of intelligence and virtue will not long remain. The one force or the other will retire. Too often we see the worse prevail, and the white banners of the virtues borne away. We hope that it may not be thus now, and we have resolved to remove still farther from us the probability of harm, in refusing to kindle anew the angry passions of strife by any words of ours.

Visit your schools. Go there to learn whether your teacher is faithful or recreant to his trust. If he be faithful, go to cheer him in his labors. A teacher has a human heart, longing for sympathy—strong when encouraged, when left alone, desponding. If it be hard to do well our duty, even amid the smiles of friends, how much harder when alone. If he be unfaithful, go to incite him to more earnest action. If he be unfaithful still, go to let him know, most kindly, that he must no longer be your teacher.

Send your children punctually to school. We believe that in several districts the entire benefit of the last winter's instruction has been lost by many pupils, from this one cause. We will speak freely, as it is our duty to speak. The dancing schools of the season have drawn away too much the attention of the young from their studies. Dancing, under certain circumstances, is a healthful, harmless exercise. But the education of the mind and heart is of infinitely more worth. Let this be first pursued, and the residue of time, if indeed after such a work there be a residue, is for the light hearted gaieties of life. We say this in all earnestness. Let nothing of this nature detain your children from the place where run the sweet waters of wisdom.

We think it necessary to pay a stricter attention to the rudiments of education. We are too much inclined to forget this. Leaving the present, we rush to the future. Leaving the foundation, the eye of hope contemplates the proud superstructure. Especially is this true with the young. Let such a tendency be withstood. Let a scholar spell, read and write well; let him know arithmetic and grammar, and he will then be prepared for further studies. But lay the foundations deeply first, then will the structure rise, elegant, strong, and, by the laying on of the crowning stone—relig-

ion—finished. Against such a structure as this the waves of life's sea will beat in vain.

Let a preparation for this cap-stone be made in the moral influences brought to bear in your schools. Place no man there who is not just, who is not kind, earnest, who does not love his country with a rational love, who feels not his responsibilities. Is the teacher's heart the dwelling place of obscene, profane, trifling sentiments, and do his lips give them utterance? He will in some way impart his sentiments to your children. Are his sensibilities sluggish, his nature cold? Little is he prepared to attune that most delicate instrument, the soul of the young, and call out its hidden harmonies. Let the teacher have a noble heart. Then will your children learn to be kind, just, lovers of their country, benefactors of their race. For this end, such a course is your only ground of hope, such a character is our country's only defence.—*A. H. Cragin, Dan'l Hinkley, jr., J. J. Blaisdell, Superintending School Committee.*

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LITTLETON.—Another point to which we invite attention, is the selection of teachers. Literary qualifications are not the only ones required; and yet it is the main business, it should be remembered, of the superintending committee, to judge of them. The committee have now in mind a case in which, on examination before them, a teacher appeared remarkably well, and was qualified with great readiness, and yet his school was next to worthless, from want of energy and tact in teaching. Let the prudential committees, then, make careful inquiry and be sure of an active, thorough teacher; let them not feel that a certificate of qualification from the superintending committee is all that is needed; let them remember that there are other things of the highest importance, of which they have little means of judging.

One thing more. There seem to be some wrong impressions in respect to the studies which may be attended to in a district school. The law on this point, after reciting several branches which teachers shall be qualified to teach, adds, "and such other branches as may be proper to be taught in an English school." According to this language, any English study may be allowed. The superintending committee are to act their judgment. If, in their estimation, a school requires a teacher somewhat advanced, and to be able to instruct in studies beyond those of reading, spelling, writing, grammar and arithmetic, they may, they are requir-

ed to, insist on such qualifications. This seems to be the plain import of the law. And we hope the time is not distant when all our schools will need such advanced qualifications in teachers.—*E. Irvin Carpenter, for the Committee.*

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Lyme.—The progress made in the various branches taught, has, in our opinion, exceeded that of either of the two preceding years. There has been, however, a marked defect in several of our summer and winter schools, on the part of the teachers, in overlooking the first principles of our language, as contained in the elementary spelling book. How important, in erecting an edifice, that we lay a good foundation and build on the same.

Another defect that we have witnessed with some of our teachers, is their laxity in government, which in some instances amounted to no government at all. This arises, doubtless, in some, from a greater desire to please than to benefit the scholars; and in others, from a willingness that the child should rule, rather than offend the parent. In either case, it is highly injurious to the school, and also to the reputation as an efficient teacher of him or her who thus succumbs to the caprice of others. Some of our teachers have been decided, energetic and persevering in the management of their schools, and have doubtless conferred a lasting benefit upon those committed to their care, in that while they have been teaching them in the sciences, they have been moulding their actions to become respectable citizens and useful members of society.—*George Flint, Harris Allen, Wm. H. Davison, Superintending School Committee.*

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Orford.—But the great desideratum is teachers, better teachers—those qualified to manage, instruct, excite an interest in the scholars for learning and improvement, &c. There is, in the first place, a lack of means for qualifying teachers for their responsible stations and transcendently important duties. Most of them do as well as they can, as well as they know how, and that is in many instances far from well. Nothing, in our opinion, is more necessary in this section, than a place or institution where those purposing to engage in the business of teaching, can resort to receive instruction in the art of teaching, and obtain all the requisite information in reference to it. We find that some of the most useful and important branches are now generally much neglected in our schools, particularly spelling and writing.

Scholars are suffered, and even encouraged, to go into a study of the higher branches, to the neglect and even exclusion of these elementary branches. In no case has your committee been shown a specimen of the scholars' writing, when visiting the school, unless they asked for it, and not always then. It is hoped that parents and community generally will turn their attention to the state of the schools in their midst, and manifest more interest in them, waking up to provide the requisite means for their improvement and prosperity. They are generally deficient; and no wonder that they are, considering how little attention they receive from community, and the many unqualified teachers engaged in them, and the irregular attendance of scholars. Parents, friends, will you not consider this matter, and determine to do your duty with regard to it? It is very certain that law enactments, inspection by committees, appropriation of money, will not alone effect this needed reform, unless parents and guardians co-operate with and second these efforts.—*T. R. Spencer, T. M. Dewey, H. S. Perrin, Superintending School Committee.*

## COOS COUNTY.

Columbia.—Commendable improvement has been made in the schools in town during the past year. The teachers generally have devoted themselves to their work with a praiseworthy diligence and zeal. The most of the scholars have shown a disposition to comply with the rules and regulations of their schools, with the exception of a few of the large scholars in District No. 1, who have behaved in a manner deserving of reprehension. It is to be feared that much of the trouble in schools arises from a want of co-operation on the part of the parents. They are not pleased with the teacher, and their children agree with them; and if there has been no bad conduct in school it is not long before there will be on the part of such children.—*Pickens Boynton, for the Committee.*

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Erroll.—Writing has been very much neglected with some of the scholars, but they have made good progress the

past Winter. I think there is too much neglect in this all important branch of education. If a scholar is good in other respects, but a poor penman, he does not get along so well as he does not to be so good in the other branches, but a decent good penman. I think there should be a writing school attached to each term of Winter school, extra, for scholars to attend.—*Harvey F. J. Scribner, Albion K. P. Cummings, Benjamin E. Harper, Superintending School Committee.*

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GORHAM.—The Superintending School Committee cannot make any report of the schools in District No. 1, as there has not been any school kept the past year, for the want of a school house. There was a frame erected for a school house in the month of April last, and it still remains a frame, but we hope the inhabitants will not let it remain so long. There has been little to encourage the people to raise money, for their schools have been kept in sheds and other places to little or no purpose.—*John D. Burbank, Bailey K. Davis, Superintending School Committee.*

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LANCASTER.—Some of the evils attending the district schools in town are—1st. The shortness of the schools. In consequence of the large number of districts, and the small amount of money raised by the town for the support of schools, the amount allotted to many of the districts is so small that their school is necessarily very short. 2d. Bad school houses. The evils resulting from too small and ill constructed school houses are very great, especially in the larger districts. In District No. 12, particularly, the house is so inconvenient as very much to retard the progress of the school. 3d. Unruly scholars. In several of the districts there have been a few scholars who have disregarded the regulations of the school and made disturbance. This evil has existed more in No. 12 than in any other district. The committee recommend to the parents and others to co-operate with the teachers, and see to it that there is order in school. 4th. Irregular attendance.—*Stephen A. Barnard, John S. Roby, Superintending School Committee.*

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MILAN.—We know of no better standard whereby to judge a person than the interest he takes in the education of youth, and the morals of a community may be judged by the same

rule. In a certain portion of this town there is quite an interest on this subject, and we hope the time is not far distant when all eyes will be opened and all ears unstopped, that they may see the position they stand in, and listen to the voice of reason. There is one more particular we would mention, where parents do not do their duty. That is, in allowing their children to idle away their time at home, or, what is infinitely worse, at the grog shop, when they should be at school. There can be nothing more injurious to the young than to loiter about stores and taverns, where they are not only forming all sorts of bad habits, storing their minds with nonsense instead of knowledge, but they are neglecting to improve those precious privileges, the advantages of which are so essential to their future welfare. Your committee deem it of the utmost importance that parents not only send their children to school, but see to it that they go in good season. Both parents and teachers should endeavor to instil into the minds of youth the importance of punctuality.—*Ozmon M. Twitchell, James M. Phipps, Superintending School Committee.*

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Shelburne.—We are happy to state that the teachers have proved themselves competent to their charge, and the progress made by the pupils in the various branches of education has been very good.—*Barker Burbank, Oliver B. Howe, Enoch M. Hubbard, Superintending School Committee.*

WELLS BINDERY INC.
WALTHAM, MASS.
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